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ABSTRACT

This long-range plan for the Pennsylvania College of Technology (PCT) is divided into three main sections. Part I provides an overview of planning at PCT, including a definition of long-range planning, the college philosophy, mission, and vision statements, major institutional initiatives for 1991-92, and accreditation agency recommendations regarding institutional self-study. Part II presents area, goal, and task statements regarding: (1) instruction, including standards for credentials, curriculum portfolios, outcomes assessment, foundation skills, lifelong learning, instructional delivery and management, noncredit programming, and business industry training; (2) student support, including student recruitment and retention, part-time nontraditional students, matriculation, student life, and services for students; (3) academic support, including program development and evaluation, staff development, media and computer use, and general academic support services; (4) institutional support, including executive management, budget and finance, human resources, physical plant, general administration and logistical services, and quality assurance; and (5) public service including technical consultation and enrichment programming. Finally, part III presents a planning manual designed to make planning understandable to every member of the college community as well as to facilitate their participation in the planning and governance process. The manual describes the components of PCT's strategic long-range planning cycle, indicating the primary participants, actions taken, and a proposed time frame for completing the actions. (JMC)

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ED335089

1991-1994
Long Range Plan

Office of Institutional Research and Planning
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July 1991

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PART I

FOREWORD

This edition of the Long Range Plan is an historic one. It represents one of three volumes of our Middle States self-study and contains special participation from the Penn College Governance System.

Governance Committees and College Council reviewed each and every goal and task in the plan, as well as major institutional initiatives for FY1991 to ensure congruence with the recently revised philosophy and mission of Penn College.

The 1991-1994 Long Range Plan is one of three pieces composing the self-study. Penn College pioneered the use of the strategic planning model in its last self-study in 1984. This approach is being used in our present self-study. Since our long range planning process means that we are in an on-going loop of planning, implementation, and evaluation, the Middle States Commission on Higher Education recognizes this, and allows us to use our Long Range Plan as the centerpiece of the self-study.

The final recommendations list from our Middle States self-study appears on page I-16. The list is both an end and a beginning. These recommendations represent the culmination of one year's work by the study groups and Steering Committee as well as the starting point for College Governance review, implementation planning and ratification of the recommendations into the Long Range Plan.

This edition also premiers the "Planning Manual". The Long Range Planning Committee wrote this manual, which documents the planning process at Penn College. Its purpose is to make planning understandable to every member of the college community, to facilitate their participation in the planning and governance process. The manual makes it clear that every college "citizen" can have a role in governance and planning.

This version also includes important format enhancements to improve usability. Within the body of the Long Range Plan, changes made in the past year are printed in bold-face type. Each goal and task is the province of both a college administrator and a governance committee; and this year's plan indicates the identity of both.

Publication of this year's plan culminates a year of dedicated work by College Governance, and all college staff to plan the future of Penn College.

Let the future begin!

INTRODUCTION

Definition of Long Range Planning

Long range planning is a technique by which an institution defines its philosophy and mission, and then determines a strategy to best use resources available and set actions to accomplish that mission over a period of time. The importance of long range planning is that it requires an institution to consciously set goals which will actualize the mission, and carefully allocate resources toward realization of those goals. Strategic planning must also recognize the changing environment outside the institution.

By recognizing, analyzing and anticipating changes in the environment, today the institution can make decisions in advance of tomorrow. Without strategic planning, an institution is like a boat adrift, without direction, at the mercy of the tides, winds and storm. With strategic planning, the ship clearly has a captain. The captain is cognizant of forces and harnesses them to reach the chosen destination.

The plan is also important because articulation of the plan allows the entire staff to understand and work as a team toward a shared vision and common goals. Thus, the broadest goal of this Long Range Plan for FY1991-1994 is to communicate the Long Range Plan, to create a shared vision and purpose for Penn College by all Penn College staff.

Long Range Planning at Penn College

Penn College enhanced its long range planning process to strengthen and emphasize two aspects: the strategic orientation and the participation of the Governance System. The planning manual, Part III, describes the process in detail.

The strategic orientation is incorporated through a plan to use external as well as internal data to orient and guide the long range plan. In order to base the planning process upon factual information, the management of the planning process and documents was placed within the Office of Institutional Research. That office thus became the Office of Institutional Research and Planning.

Participation of the Governance System occurs in two principal ways. First, one of the six formal governance committees, the Long Range Planning Committee, constitutes the "custodian" of the Long Range Plan. Among their responsibilities, each Governance Committee must approve changes to the Long Range Plan. Secondly, all changes approved by individual governance committees must be approved by the College Council, which is broadly representative of the entire College.

Structure and Use of the Long Range Plan

The body of the Long Range Plan is divided into five broad functional categories called "goal areas", which subsume all college goals and activities. The philosophy and mission are approved. Then they are used to set goals. Goals are reviewed annually by key administrators and by Governance; updates are included within the Long Range Plan. The Long Range Plan, updated annually, serves as a current "map" to guide the annual planning process at the college. (Please see the "Planning Manual", Part III, for a complete documentation of the planning process.)

As part of the annual operational planning process, college administrators consult the Long Range Plan and the list of major initiatives to set objectives for the coming year. This is how the plan is actualized.

The design of the Plan provides for continuous updating. Each year, upon completion, tasks will be identified as completed and in the subsequent year removed from the Plan. Annually, additional task statements will be developed based upon issues identified by diverse College constituencies. This constant roll-over of task statements will ensure that the Plan remains current.

The Plan describes only those tasks that are beyond the scope of routine activities performed at the College. Hence, tasks that are routinely performed, such as long range planning or maintenance of the relationship between the faculty bargaining unit and the College, are not delineated in task statements. If however, a new approach to planning or a major change in procedures for interaction with the bargaining unit were planned within the next three years, tasks describing these activities would have been developed.

The remainder of the document contains the substance of the College's long range plans. The College Philosophy, Mission and Vision Statements are provided. Goals and tasks are organized within goal areas. Five goal areas and alphabetic indicators are identified:

Instruction (I)
Student Support (SS)
Academic Support (AS)
Institutional Support (IS)
Public Support (PS)

The numbering system identifies the alphabetic identifier for Goal Area, a numeric indicator for goal, and an additional numeric indicator for task. For example, the number AS.2.3 indicates the third task of the second goal in the goal area of Academic Support. Goal areas, goals, and tasks are not listed in priority order.

A Status Report follows each task statement. The Status Report identifies any achievements or accomplishments that have occurred during the period July 1, 1990 to June 30, 1991. When appropriate, future strategies for achieving the task are included.

Text that is printed in bold-face type indicates action that was taken by Governance Committees and College Council. Last year, Governance Committees validated every goal and task to ensure their congruence with the recently revised philosophy and mission. This activity is recorded below every goal and task, and the responsible committee is identified. Task statements that have been removed from the list of active tasks will be archived in a supplemental document next year. They remain in the body of the Plan this year to permit reporting of 1990/91 achievements and accomplishments in the Status Report. A gap in numbering indicates goals or tasks that were retired in previous years.

Status reports are prepared by the college administrator responsible for carrying out the task. Initials next to the task represent the administrator:

JM - James Middleton, Vice President for Academic Affairs
RF - Robert Fisher, Vice President for Administration
WM - William Martin, Vice President for Student Affairs
WT - William Twaddell, Dean of General Services
RB - Robert Bowers, Executive Assistant for Internal Affairs
MW - Miles Williams, Vice President for Employee and Community Relations

PHILOSOPHY, MISSION AND VISION STATEMENTS

College Philosophy Statement

We believe in the dignity and worth of all individuals. We believe learning is a lifelong process and that all individuals should have opportunities for lifelong education. We believe education should help individuals develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. We believe education should also provide for personal enrichment. To prosper in a complex and changing society, we believe individuals must learn to think independently, value logical and tested conclusions, develop problem solving abilities, and function effectively with other people. We believe that competent performance contributes significantly to individual health and happiness and benefits the organizations and communities in which individuals work and live. We believe the College is an integral part of the community it serves and must respond to identified needs and interests. In delivering education services, we believe there is no substitute for the pursuit of excellence.

College Mission Statement

Pennsylvania College of Technology is an affiliate of The Pennsylvania State University and is granted the benefits and responsibilities of the status of The Pennsylvania State University as a State-related inst tution and is an instrumentality of the Commonwealth of Pennsylvania. Pennsylvania College of Technology offers a comprehensive array of programs with a strong heritage of and continuing emphasis on two-year vocational and technical education. Pennsylvania College of Technology has authority and intent to develop and provide educational opportunities beyond two-year programming. The College is a statewide focused institution with Northcentral Pennsylvania being a primary service area. Because of the extensive commitment to hands-on occupational programming, the College also serves as a regional, national, and international resource.

Pennsylvania College of Technology seeks to implement its philosophy by providing:

* quality postsecondary occupational and transfer programs and services for all those who can benefit, including those who have previously discontinued their formal education
* accessible full- and part-time educational opportunities and services which address a wide spectrum of individual needs and abilities through varied formats, schedules, geographic locations, and short-term courses
* educational programming related to economic and employment realities

* additional and enriched career options through continuing and new cooperative projects with industry, business, professions, government, and other educational institutions
* comprehensive degree programs which integrate communications, math, science, technology, humanities, interpersonal skills, reasoning, and physical health and safety
* opportunities to develop skills needed to enter and succeed in programs
* continuing opportunities to extend and upgrade skills, knowledge, and interests
* quality vocational and technical programs and services for area secondary students as institutionally feasible
* support for informed decisions using knowledge of abilities, interests, and values realized through testing, evaluation, and counseling, as well as instruction
* opportunities to develop personal, social, and cultural dimensions.

Providing excellence in instruction and appropriate educational opportunities, at a reasonable student cost, are the College's highest priorities. The College is accountable for its mission within the limitations of its physical and financial resources.

College Vision Statement

Shaping futures
through comprehensive learning opportunities
with distinction in technology education.

PENNSYLVANIA COLLEGE OF TECHNOLOGY

Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Institutional Planning

STRENGTHS

1. A student affirmation of institutional credibility demonstrated by record high enrollment for the second consecutive year.

2. A student-centered environment demonstrated by the results of student survey research. Particular focus upon academic remediation (Developmental Education, Tutoring, Academic Assistance Programs) and services to special needs and nontraditional students such as adults, unemployed, special populations, and handicapped (Women's Center, CENO, New Horizons, and Project Choice).

3. A unique, evolving, and innovative curriculum portfolio with a diverse array of quality programs responding to current market conditions and emphasizing hands-on education.

4. A dedicated, conscientious and diverse faculty and staff who are competent, team spirited, and current.

5. An emphasis on teaching and learning demonstrated by effective class size and personal attention to students.

6. Institutional Resources: Exemplary state of the art facilities which are aesthetically pleasing, clean, and provide a modern, safe learning environment for students.

7. Business and industry linkages (advisory committees, Cooperative Education, Technology Transfer Center, CIM in Higher Education) that enrich the academic program for students and provide professional growth opportunities for faculty and staff.

8. Recognition and success in a competitive environment through accreditation (ABET, Health Programs, Automotive, Forestry, Nursery Management), grant acquisition (Title III, Title VIII, Perkins Act), contracts for industrial training (CADAM, AutoCAD, Toyota, IBM) and awards (CENO, NACADA, Fulbrights).

9. Strong financial condition despite a challenging environment that saw the College lose most of its local sponsorship, experience reduced state funding, and transform itself from a community college to Penn State affiliate.

10. A commitment to excellence; a willingness of the staff to work very hard to achieve maximum success in numerous and diverse initiatives that provide recognition to the College and opportunities for the student body.

STRENGTHS - continued

11. Strong, proactive presidential and administrative leadership with a vision of the future, a progressive attitude, entrepreneurial, risk-taking, and innovative spirit and who require excellence and recognize exemplary performance.

12. An institutional commitment to the application of technology through substantive computer services in both the academic and administrative environments which are available to students and allow the institution to generate and employ significant data resources.
    (Computer Services (administrative) - Two (2) mainframes: AS400 B60 and a System 38 as a backup; 165 PCs are owned and linked to the AS400.
    Academic Computing - Three (3) mainframes: AS400, 4361, and 4381; 378 PCs are owned, 150 of which are linked to the AS400.)

13. An expanded and improved College Library with an enlarged collection, improved staff and services, enhanced integration with the academic program, expanded hours of operation and a commitment to future operational, resource and facility expansion.

14. Media and instructional technology which are integrated with and support the academic program (Media, Tutoring Lab, Interactive Video).

15. Successful demonstration of student outcomes of learning through a documented history of successful student retention, graduation, and placement. (1990 Retention rate - 69.1%, Graduation - 38.6% and Placement - 91.8%.

16. An integrated approach to strategic planning linked with annual operations and resource allocation as well as the assessment of staff.

17. Substantial institutional commitment to staff development through varied and innovative approaches such as Technology Transfer Center, loan fund, salary enhancements, release time for special projects as well as through support for more conventional methods of staff enrichment.

18. A collegial environment for decision making with multiple opportunities for involvement including internal governance, PCEA, Middle States study groups, curriculum development including baccalaureate degrees, facility planning, and personnel evaluation.

19. An educational sensitive and professional faculty and staff who are knowledgeable, progressive, and supportive of students.

20. A market research based recruitment system with data based enrollment management.

21. Insightful resource identification and acquisition in terms of grants, contracts, and philanthropy which support the educational program.

STRENGTHS - continued

22. Improving working environment with salary and benefits reflecting area norms, concern for each employee, modern facilities, and technical support for each person's role.

23. An improved array of accessible and affordable student housing with expanded new facilities (over 1,100 new listings in the past 18 months) computer-assisted housing search capability, and better communication with private landlords.

24. A market niche well positioned for future growth (comprehensive, growing, statewide, technology emphasis).

25. Excellent institutional support systems such as maintenance, media, mail services, computer and word processing, duplicating, and custodial.

26. The prestige of the Penn State affiliation that provides the College a professional Board of Directors, stability of resources and support, and profound academic opportunities.

27. Strong community respect, visibility, and positive image that results in expanding recognition of the College as the primary community asset.

28. Instructional Equipment: Significant inventory of state of the art equipment available to individual class members and comparable to that found in industry.

29. Special facilities that enable the College to market its services showcasing student operation and achievement (LJC, PDC, ATHS, Morgan Valley).

30. A positive and productive working relationship between the College and the faculty organization PCEA.

31. Comprehensive learning opportunities with expanding student enrollment in transfer oriented programming contributing to a more diverse student body.

32. Expanding student population of women.

WEAKNESSES

1. Lack of sufficient student recreation and support services space on campus (to be addressed with the construction of the Campus Center).

2. Lack of sufficient academic programming in the arts and humanities (to be addressed through curriculum development including baccalaureate programs, and new facilities in the Campus Center and Community Arts).

WEAKNESSES - continued

3. The need for a comprehensive leadership development program with incentives, staff development opportunities, and mentoring relationships that identifies potential talent and provides qualified and interested staff members with the opportunity to acquire the necessary skills to advance to positions of greater responsibility within the institution.

4. A limited hard data base to guide program development and then effectively market new initiatives.

5. Periodic gaps in communication resulting from dramatically increased scope and pace of College operations.

6. Need to further expand College Library programs, services, space, resources, and integration with the academic programs to keep pace with growing enrollment and expanding mission.

7. The need to focus heightened attention to the classroom-based outcomes assessment in order to nurture the teaching learning environment.

8. Insufficient familiarization with the linkage between strategic planning and immediate and long-term resource allocation.

9. Continuing need to assess and adapt learning opportunities for non-traditional students as needs are identified through market analysis.

10. The need to establish affordable, self-supporting child care for students and staff (to be addressed via development of Campus Center) to continue to attract a diverse student body.

11. The need to sensitize staff to the needs of and develop the ability to deal effectively and compassionately with diverse student populations.

12. The need to provide continued and consistent integration of College services across multiple-campus locations.

13. Inconsistent levels of proficiency among academic advisors.

14. The need for better vehicles for student mass communication.

15. The need to expand student development programming in such areas as accommodation to new housing arrangements, diversity, crisis intervention, life skills, and substance abuse.

16. Undesirable compromises generated by a multitude of competing demands on faculty and administrative staff making it difficult to ensure maximum quality and productivity in all areas of College activity.

WEAKNESSES - continued

17. Attraction and retention of experienced, well-qualified instructional personnel enabling instructional success in current and future educational initiatives will continue to be a significant challenge in some instructional areas. Competing local and state salary and benefits make hiring flexibility in these matters a priority.

18. An increasingly disproportionate share of College revenue being generated by student tuition, a condition exacerbated by disparity in the costs of educating students in laboratory intensive programs compared to those in primarily classroom based programs.

19. Environmental controls (HVAC) and office space allocations not always supportive of student learning.

20. An ongoing need to develop instructional staff able and prepared to effectively deliver currently changing and future program initiatives.

21. The need to focus actual assessment and specific improvement of the teaching learning processes at the most fundamental level.

22. Insufficient cost effective marketing strategies for new, marginal or threatened programs.

23. Program enrollment that largely follows gender stereotypes.

THREATS

1. Complexity in the patterns of enrollment development challenge the accuracy of forecasted student populations.

2. The impact on all College operations of an unstable, statewide economy.

3. High school graduation rates will decline in the College's immediate service area throughout the 1990's.

4. State and federal funding is unreliable and insufficient to provide adequate college and student support.

5. The growing infringement upon and increasing financial impact on College operations and difficulties in compliance with government regulations in such areas as recycling, hazardous waste storage and disposal, worker safety, drug-free workplace, coupled with a need to develop creative strategies for alternative operations in areas such as these.

6. The challenge of meeting the demands to maintain and improve the physical plant and related operations.

7. The challenge to maintain state of the art instructional equipment.

8. Limitation in the flexibility of the faculty salary system which sometimes restricts the College's ability to respond to specific opportunities.

THREATS - continued

9. Inadequate salary incentives to attract highly qualified APT leadership and mid-level staff--a situation accentuated by a competitive faculty per-diem rate which produces disincentives for talented faculty to consider alternative and supplemental administrative responsibilities.

10. Occasional differences between the College's visionary approach and the regional parochialism and predispositions maintained by local officials and some internal College staff.

11. Potential "brownout" among some faculty and staff attributable to the rapid pace and consistent expectations of high performance on the part of the College as well as the individuals themselves.

12. Instability and unpredictability of activity and income from non-credit sources such as technology transfer, grants, and contracts.

13. Reliance on soft money for funding many necessary College operations.

14. Barriers to campus expansion onto adjacent land.

15. Increasing duplication and replication of College programs in the immediate service area and throughout the region on the part of other public colleges and universities.

16. Continuing significant acceleration of costs over which the College has little control (insurance, utilities).

17. Limitation of competitive advantages due to tuition and fees in excess of those changed by other public institutions in the region.

OPPORTUNITIES

1. An enhanced interest in the College at earlier stages by better prepared and more committed students.

2. A growing potential for the College to be a premier provider of lifelong learning in technical fields including instruction and business and industry development through technology transfer.

3. The addition of the Campus Center and Aviation Center have the potential to increase student services and enrollment.

4. The developing need for highly skilled technicians, a niche for which the College is competitively positioned.

5. Maximizing the benefits of our expanded credibility accompanying the affiliation with Penn State while still maintaining instructional uniqueness and institutional autonomy.

OPPORTUNITIES - continued

6. The chance to contribute to the quality of life for the students, community, and region through the involvement with the Community Arts Center while at the same time improving support for the College within the area.

7. To build on existing strengths of strategic planning and use of computer resources.

8. To extend educational services through developing and offering baccalaureate programs in selected fields, building upon the existing centers of curricular excellence and based upon demonstrable need.

9. Programmatic and enrollment growth potential through the development of additional satellite facilities and services throughout selected areas of the state on the basis of demonstrable need.

10. To build upon existing expertise in instructional technology to broaden educational services to other geographic areas and client groups.

11. Strengthen student opportunities for success through an evolving academic environment including applicant assessment, developmental education, admissions review, baccalaureate programming, and program-specific entrance requirements.

12. The financial benefits of increased enrollment in lower cost programs.

13. To further develop an improved campus climate for the students with improved housing, new facilities, expanded recreational activities, intercollegiate athletics, baccalaureate degrees, all of which will improve student identification with the College.

MAJOR INSTITUTIONAL INITIATIVES

1991/1992

1. Continue development of new/revised academic programs for Fall 1992 including both associate and baccalaureate degrees.

2. Develop courses, other strategies, and resources to deliver such elements of the baccalaureate programs as cultural diversity; science, technology and society; and science options.

3. Continue planning for integrating writing in support of content area learning.

4. Continue to strengthen support services for special needs populations and other student groups.

5. Complete reaccreditation from Middle States Association.

6. Extend campus-wide information literacy and increase library capabilities, particularly with respect to baccalaureate degrees.

7. Modify and strengthen program of outcomes assessment consistent with the recommendations of the Middle States Study Group.

8. Continue activities associated with the construction, future occupation and operation of new College facilities including the Aviation Center, Campus Center and Community Arts Center.

9. Develop strategies to improve and expand mechanisms for student campus communication.

10. Implement the terms of a successor agreement between the College and the faculty association.

11. Develop operational and business plans for College initiatives including the Technology Transfer Center, Child Care Center, Community Arts Center, Fitness Center, and Campus Center.

12. Develop new approaches to controlling the costs of employee benefits.

13. Refine and implement comprehensive planning for the acquisition and replacement of instructional equipment.

14. Implement an institutional computing plan integrating initiatives in the academic and administrative areas as a part of the College's three-year strategic plan.

15. Formalize a program of compliance with government regulations including recycling and hazardous waste storage and disposal.

16. Design and implement a staff development program that emphasizes leadership development and provides enhanced orientation for faculty and staff.

17. Investigate additional satellite operations and improved articulation including liaisons with other secondary and postsecondary institutions.

Middle States
Self-Study
Recommendations

- Improve outcomes assessment, and the use of outcomes assessment, to improve teaching and learning. (Several years of work will be necessary to design, implement, evaluate, and improve this initiative.) (Outcomes Assessment)

- Provide administrative direction and support for improvement of OA, including:
  (a) assigning responsibility for OA, and
  (b) linking OA as a 1991-92 "Major Institutional Initiative" (Outcomes Assessment)

- Set priorities, plan and implement a systematic OA program, including:
  (a) create an OA Planning and Implementation Committee;
  (b) include faculty on the committee who would pilot test various OA strategies;
  (c) write an OA Plan and evaluate its implementation status on a yearly basis. (Outcomes Assessment)

- Direct attention to critical thinking and problem solving abilities of students, including:
  (a) assessment of student development and learning relative to critical thinking and problem solving;
  (b) integrate critical thinking and problem solving into the curriculum at the college, program and course levels;
  (c) affective dimensions of the A.A.S. core competencies. (Outcomes Assessment)

- Address the increase in underprepared students as it pertains to teaching and learning. For example, strengthen support programs, explore new strategies to meet student needs, promote self worth, etc. (Teaching-Learning)

- Initiate new data collection and analysis methods focused towards improvements in teaching and learning, including:
  (a) begin using a survey to assess student success and perceptions several years after graduation to provide feedback on the curriculum and related services;
  (b) begin using an employer survey to assess student competence and provide feedback for improvement in the curriculum;
  (c) use qualitative data like student and faculty focus groups to gain feedback to improve teaching and learning;
  (d) begin using a standard student development assessment, specifically to be determined by the planning committee, to assess the College's effect on affective, student development areas of growth and change. (Outcomes Assessment)

- The Facilities Committee of the Governance System at Penn College assume oversight for the following:
  1. coordination of all Safety and Health Program activities,
  2. education of all College employees, especially faculty who are responsible for laboratories where hazardous conditions may exist and students to whom the College has the obligation to provide a safe learning environment, and
  3. a safe environment for all in regards to OSHA, EPA, and "Right-To-Know" legislation. (Library/Instructional Resources)

- Review use of student activities fees to ensure that those fees provide direct benefits to the student payees. Among other concerns evaluate: (a) appropriations restricted to student activities rather than to college/community service activities; (b) use of those fees for staff salaries and benefits; (c) percentage of time devoted to student needs among student services staff (those supported by activities monies); (d) responsibility for Capitol Theatre and performing artist series; and (e) logic/practicability of the charge-back to college activities for use of college property (Recreation Center rental, for example). (Teaching-Learning)

- Develop mechanisms to enhance student communications; consider (a) a student newspaper; (b) the governance communications subcommittee; draft specific charges and timetable; (c) use of kiosks in several campus locations for information retrieval; (d) accessible bulletin boards in key campus locations (e) investigate providing mailboxes for full-time students (standard or electronic); (f) link all campus locations to ensure the timely and complete flow of information; and (g) alternative means of communications. (Teaching-Learning)

- Develop a plan for identifying and maintaining essential existing student support programs that are currently grant funded (in part or whole) and for accommodating student population growth and needs. (Teaching-Learning)

- Strengthen the linkage of budget development activities, establishment of Major Institutional Initiatives, and MBO development. (Evaluating Planning)

- Strengthen the links between existing data, beginning with the "Program Review," and improvements in teaching, learning and other services in all areas at all levels, including:
  (a) assist faculty and administrative staff to use data that is already available to improve teaching and learning;
  (b) examine and use data trends that are reflected by several years' worth of data, versus using single year data for analysis and planning;
  (c) aggregate faculty evaluation data (supervisors' and students' ratings) so faculty can compare their ratings with others' ratings across the college, divisions, and programs and courses where possible without violating confidentiality. (Outcomes Assessment)

- Assess the success of students who enter with academic weaknesses. (Outcomes Assessment)

- Academic Standards and Issues explore the following mechanisms to improve information literacy: (a) bibliographic instruction for all students either before or during the first semester, and (b) across-the-curriculum library-based assignments. (Library/Instructional Resources)

- Strengthen the academic advisement system; determine its purposes, publish its objectives; implement these objectives; assist faculty in meeting those objectives; explore advisement alternatives. (Teaching-Learning)

- Develop a more comprehensive mechanism to more effectively assess courses. Use faculty, current and graduate students, employers and advisory committee in this effort. (Outcomes Assessment)

- Establish rationale and criteria for identifying curricula with selective or restrictive admissions; then formalize and operationalize those criteria. (Teaching-Learning)

- Develop a three-year staff development program which will also dovetail with the long range plan. That program will include learning theory, instructional delivery and assessment, training for all supervisors, department heads and other evaluators as well as design and organize "quality circles" to advance teaching and learning. (Teaching-Learning)

- Extend the breadth of and provide ongoing opportunities for student development programs which focus attention on independent living skills, issues of student responsibility, self worth, sexual harassment, respect for personal and cultural diversity, alcohol and drug use, etc. (Teaching-Learning)

- Promote the following curricular initiatives: interdisciplinary education, cultural/diversity awareness, writing across the curriculum, fitness/wellness course work, information literacy through the use of curriculum development and staff development activities and through strategies like the formation of quality circles and interest groups. (Teaching-Learning)

- To increase library funding to 3% of the College budget. (Library/Instructional Resources)

- Create a programming board under student services with representative membership to (a) evaluate the use of programs; (b) work toward programming for diverse student body; (c) extend programming to support academically-focused extra-curricular activities; (d) initiate mechanisms for evaluating programs; (e) extend activities scheduling to serve residential population; and (f) serve students at all campus locations. (Teaching-Learning)

- Improve and expand services to the part-time student: (1) develop a handbook that addresses the who, what, where, when and why for the part-time student; (2) develop a two-year (at least) college-wide list of course offerings that will help facilitate part-time student planning; (3) provide academic advising services; (4) provide student services especially during evening hours. (Teaching-Learning)

- Recommendation to Facilities to:
  1. assess classroom and laboratory seating (with both enhancement and replacement schedules). 2. assess classroom and laboratory environments in regards to climate and air quality. (Library/Instructional Resources)

- Collect, analyze and report comprehensive data on transferability of courses to other colleges, including general education and technical curricular courses. (Outcomes Assessment)

- Create a multi-cultural advisory committee comprised of students, business and community leaders, staff and educators that reflects a broad diversity of ages, races, abilities and both genders. The advisory committee would advise the College President and his designated administrative staff about plans and strategies that support the College's goal of diversity. (Equity & Diversity)

- Expand current and develop new staff development opportunities for adjunct faculty. Such opportunities include a standardized orientation, extended supervision and involvement with departments. (Teaching-Learning)

- Due to the merger, take a special look at students who transfer to Penn State including articulation of: (a) the GS program with PSU curricula; and (b) A.A.S. programs with BS degrees in Technologies. (Outcomes Assessment)

* *

- Develop and implement on-going staff development activities that are designed to inform, educate, and orient current and new employees, Advisory Boards and Advisory Committee Members, as to the Planning Process used by the College, and the role of Governance in the planning process. (Evaluating Planning)

- Provide increased security and protection of the personnel and physical property of the College by implementing a monitor system for fire and other hazardous conditions. (Library/Instructional Resources)

- Implement procedures that will insure that all Long Range Goals are included in The Long Range Plan and are processed in accordance with established procedures. (Evaluating Planning)

- Assess the effectiveness of student support services using, for instance, the Council for Assessment of Standards material and evaluation packets. (Outcomes Assessment)

- Establish a mentor program to assist new staff to adjust to the College's policies and procedures as well as to Williamsport and the surrounding community. (Equity & Diversity)

- To develop an institutional information resource strategy to incorporate holdings outside the library proper. Such an initiative needs to be considered before or concurrent with the library automation process. (Library/Instructional Resources)

- Broaden and vary opportunities for part-time and older students to become involved in student and College activities. For example, by targeting events that the entire family can participate in (i.e., dinners, picnics, movies, game days), nontraditional students can associate with peers who share the same problems and concerns. (Equity & Diversity)

- Penn College implement outreach strategies to encourage minority and female junior high school and high school students to participate in College and technical career awareness activities. (Equity & Diversity)

- Investigate the resource needs of the Institutional Research and Planning Office to facilitate the collection and processing of the internal and external data that is required for making informed decisions that affect the development of Long Range Goals and Objectives. (Evaluating Planning)

- Academic Affairs will explore and implement strategies for integrating global perspectives and individual and cultural differences across the curriculum in certificate and associate degree programs. (Equity & Diversity)

- Conduct in-service training for faculty and staff responsible for credit by exam and credit for life experience so implementation is more uniform and consistent. (Outcomes Assessment)

- Examine and revise the role, structure, and composition of Program and Curricular Advisory Committees, (Evaluating Planning)

- Investigate and design an "employment package" for regular part-time faculty. (Teaching-Learning)

PART II

GOAL AREA: INSTRUCTION

To provide a program of general academic instruction and occupational instruction which sets and maintains high standards of performance, is accessible in terms of time, cost, and location, encourages students and staff to explore new ideas and ways of thinking, instills an appreciation for learning as a lifelong activity, and establishes immediate and long-term student success as the measurement of program validity; within this framework, to design and deliver instructional services which emphasize:

- o Assessing the academic, occupational, avocational, social, and cultural needs and interests of each student or client
- o Developing and applying the process of inquiry, research, problem definition, analysis, critical thinking, and problem solving
- o Exploring and using different approaches and innovation in instructional delivery
- o Respecting the ideas, interests and concerns, contributions of other individuals, and their rights and dignity
- o Providing all students with a sound working knowledge of communications, mathematics, social, and cultural skills sufficient to succeed in their studies and prepare them to live effectively in society.

Goal

I-1 Standards for Credentials

Establish and apply clear, consistent standards for each of the academic credentials offered by the institution. These standards should include:

- o Differentiation between degree, certificate, and competency credential (or other short-term credential)
- o Determination of the extent coursework taken in one credential (certificate for example) can be applied to another credential (degree)
- o Defined core requirements to be applied to all programs within a particular credential.

Validated 11/28/90 by Academic Standards & Issues Committee.

By recommendation of Academic Standards & Issues Committee and approval by by College Council on December 13, 1990, I-1 Goal was modified to read:

- o Differentiation between baccalaureate degree, associate degree, certificate, and competency credential (or other short-term credential).

Tasks

JM - I.1.1 The College will complete development of core competencies for College degrees and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Validated 11/28/90 by Academic Standards & Issues Committee.
By recommendation of Academic Standards & Issues Committee and approval by College Council on December 13, 1990, Task I.1.1 was modified to read:

The College will complete development of core competencies for associate degree and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Status Report 1991

The Business and Computer Technologies and Integrated Studies Divisions cooperated to develop a new math offering, MTH 502, Business Mathematics, as a new offering to satisfy the mathematics core requirement for associate of applied sciences degrees. MTH 502, which replaces the former MGT 111, Business Mathematics, draws application content from MGT 111 but expands the teaching of mathematical concepts.

This initiative is further described in I.1.2.

The institutional process of defining Bachelor of Science degree requirements defined graduation requirements specific to four year degrees. This process will expand attention to competencies in writing in content area fields, cultural diversity, integrating science, technology and society issues.

JM - I.1.2 The College will develop appropriate placement procedures, competency assessment, and alternatives for developing outcomes which are needed to attain core competencies.

Validated 4/18/91 by Academic Standards & Issues Committee.

Status Report 1991

An ad hoc task group of Academic Affairs administrators was active during Spring 1991 to refine mechanisms for efficient and effective implementation of the keyboarding competency. The task group will develop recommendations for any needed assessment, course prerequisites, etc. which will best implement the keyboarding competency and provide students with foundation skills needed to implement computer applications effectively within their content area courses. Recommendations are anticipated prior to July 1, 1991.

JM - I.1.3 Based on degree definition, the College will develop definition of certificate, competency credential, or other appropriate credential for nontraditional students.

Validated 4/18/91 by Academic Standards & Issues Committee.

Status Report 1991

Bachelor of Science degree requirements were extensively reviewed by task groups and governance committees during 1990/91.

JM - I.1.4 The College will develop the requirements for baccalaureate degrees. The College will complete development of core competencies for baccalaureate degrees and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

By recommendation of the Academic Standard and Issues Committee and approval of College Council on December 13, 1990, new task statement I.1.4 was added to the Long Range Plan.

Goal

I-2 Curriculum Portfolio
Regularly evaluate and modify as needed the College's overall curriculum portfolio to insure that the number of instructional programs can be effectively managed, that the program offerings are up-to-date and responsive to identified community needs, and that the program offerings demonstrate academic quality and overall fiscal soundness.

Validated 9/18/90 by Curriculum Committee.

By recommendation of the Curriculum Committee and approval of College Council on May 5, 1991, Goal I-2 was modified to read:

Regularly evaluate and modify as needed the College's overall curriculum portfolio to insure that the number of instructional programs can be effectively managed, that the program offerings are up-to-date and responsive to identified statewide needs, and that the program offerings demonstrate academic quality and overall fiscal soundness.

Tasks

JM - I.2.1 The College will complement its instructional degree programs with strengthened credit and noncredit courses, seminars, workshops, and personal development initiatives.

Validated 9/18/90 by Curriculum Committee.

Status Report 1991

Non-credit instructional programming continued to be focused through the Technology Transfer Center (TTC). While the TTC expenditures exceeded revenue during the 1990/91 academic year, several factors are favorable indicators for future vitality. Income from non-credit training programs increased approximately 20% over 1989/90; revenue from applied research projects for business and industry increased by approximately 100%.

TTC services and membership in IBM's Computer Integrated Manufacturing in Higher Education Consortium (CIMHE) contributed to the College's selection for nationally recognized business/industry training. In July 1991, Penn College will become an Authorized CADAM Training Center for the CADAM computer-aided design software product.

Additionally, the College was selected by IBM as one of only two institutions nationally in a piloting delivery of IBM Authorized Education through CIMHE schools. Through this initiative the College will initiate short-term; intensive training in operation of IBM hardware and software, training formerly was available directly through IBM only.

The College's leadership role in technical education also resulted in the College's assisting the local Industrial Modernization Center (IMC), part of the state's Industrial Resource Center (IRC) program, in designing a delivery under the State's Youth Apprenticeship Program (YAP). The proposed four-year YAP, covering the final two years of high school and two years of postsecondary work/education development, provides an option to traditional classroom-based education or vocational training. The program links high school work-based learning with supplemental instruction and aims to ultimately articulate into an associate degree program.

JM - I.2.2 The College will provide quality instructional occupational and technical courses and programs which provide students with employment opportunities, job upgrading, and enhanced personal opportunities.

Validated 9/18/90 by Curriculum Committee.

Status Report 1991

Bachelor of Science degree requirements were extensively reviewed by task groups and governance committees during 1990/91, resulting in unanimous approval of the proposed requirements by both the Academic Standards and Issues Committee and College Council. A Study Group of the Middle States Accreditation process also monitored the process and content of this development and indicated positive response to both in its report accepted by the Middle States Steering Committee in April, 1991.

Program quality was assessed through preparation for external accreditation reviews of the following:

Radiography (visitation scheduled the week of April 22, 1991)

Preparation for spring 1992 Nursing program accreditation by PA State Board of Nursing has been completed during 1990/91. This has included extensive program evaluation and work with a program consultant.

The Program Review process was implemented for the following programs:

Drafting and Design Cluster
- Tool Design Technology
- Industrial Drafting
- Industrial Drafting Technology
- Engineering Drafting

Electronics Technology Cluster
- Automation Instrumentation
- Biomedical Electronics
- Computer Automation Maintenance
- Electronics Engineering
- Fiber Optic/Communication
- Laser Electro-Optics

Health Care Cluster
- Radiography
- Surgical Technology

Transfer and Individualized Cluster
- General Studies
- Individual Studies
- Technology Studies

Small Engine Repair Program

During 1990/91, the following program portfolio modifications and additions were to be completed during May 1991:

New Programs:

- Automotive Technology - Toyota Emphasis
- Nuclear Medicine articulated program

Revised Programs (Major):

- Business Management
- Retail Management
- Office Administration - Executive
- Office Administration - Medical
- Office Assistant
- Nursing
- Occupational Therapy Assisting

Revised Programs (Minor):

- Accounting
- Early Childhood Education
- Automotive Technology
- Automotive Service Technician
- Automotive Engineering
- Automotive Service Management

New Bachelor of Science Degrees:

Construction Management to be presented to Curriculum Committee in May, 1991.

Preliminary formats of Dental Hygiene and Manufacturing Engineering Technology to be presented to curriculum Committee in May, 1991.

New Courses:

- MTH 502 - Business Math
- MTH 258 - Calculus III
- CHM 123 - Introductory Organic and Biochemistry
- ECO 257 - International Economics
- ECO 111 - Principles of Macroeconomics
- ECO 112 - Principles of Microeconomics
- ENL 210 - Interpersonal Communication
- ENL 221 - Detective Fiction
- ENL 255 - Introduction to Dramatic Literature
- HIS 214 - The Making of Modern Africa
- HIS 285 - Russian and Soviet History
- HIS 280 - United States Labor History
- HIS 289 - Historical Investigation

JM - I.2.3 The College will provide quality instructional courses and programs which provide students with content, skills, and learning strategies to succeed in continuing academic study and lifelong learning.

Validated 9/18/90 by Curriculum Committee.

Status Report 1991

The College continues to provide developmental instruction for students needing such support. Implementation of the computerized developmental courses scheduling as part of Graduation Audit System and automatic scheduling of new students reinforces the commitment to the student support.

JM - I.2.4 The College will design and implement clear linkage between instruction in one class and instruction in related classes so that core competency skills are maximized and that students maximize their competence in content or career areas.

Validated 9/18/90 by Curriculum Committee.

Status Report 1991

Continuing work on the keyboarding core competency is currently a catalyst for reviewing needed prerequisite keyboarding and computer skills and most appropriate allocation of instruction to specific courses to minimize duplication. The Middle States Accreditation process has identified increasing attention to information access and library skills as well as writing in content area courses as areas for increased emphasis in the coming year.

JM - I.2.5 The College will investigate strategies for expanding the international dimensions of the curriculum.

Validated 9/18/90 by Curriculum Committee.

Status Report 1991

Through the Business and International Education Grant three business and industry seminars were presented with over 75 participants. Four colloquia on world cultures and the business environment attracted over 100 students each. Fourteen internationally focused modules were developed in business, technology and liberal arts courses. Finally, $10,000 of audio-visual, reference and circulating materials enhanced the library holdings in international resources.

Three courses (Economics, Introduction to International Business and Cross Cultural Communications) focused on international issues. Additionally, a student forum on international environmental issues was held.

In response to the Gulf Crisis a special symposium was presented to examine historical and cultural dimensions of the crisis.

During summer 1990, a College librarian completed Fulbright Scholarship activity with travel and study in the Jordan Egypt.

Four faculty have proposed international study/travel initiatives for the summer of 1991. Proposals are under review as of April, 1991. These staff development activities will integrate with the baccalaureate requirement for cultural diversity and will result in refinement of existing courses and development of new courses.

New courses were approved in 1990/91 which will expand the portfolio of courses emphasizing international dimensions: HIS 214 - The Making of Modern Africa, HIS 285 - Russian and Soviet History.

JM - I.2.6 The College will continue to revise its offerings in secondary programs in response to external and internal needs and constraints.

By recommendation of the Long Range Planning Committee and approval of College Council on December 13, 1990, new task statement I.2.6 was added to the Long Range Plan.

Goal

I-4 Outcomes Assessment
Design and implement an outcomes-oriented measurement of student and client success in meeting their identified educational objectives as a means of assessing institutional success.

Validated 11/28/90 by Academic Standards & Issues Committee.

Task

JM - I.4.1 The College will establish systems for evaluating students' and clients' attainment of instructional objectives.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

Program Review assesses student outcomes on a program-by-program basis. At the course level, the Title III Instructional Technology Grant initiated in fall 1990 is providing significantly increased faculty development in design of instruction and increased instructional resources for students to integrate the assess-learn-evaluate cycle into specific course segments.

JM - I.4.2 The College will assess students' attainment of core competency skills which will enable them to implement systematic problem solving strategies and be prepared to maintain learning as a lifelong pursuit.

Validated 11/28/90 by Academic Standards & Issues Committee.

By recommendation of the Academic Standards & Issues Committee and approval of College Council on December 13, 1991, this task (previously I.5.2) was moved to Goal area I-4, Outcomes Assessment, as the most appropriate goal.

Status Report 1991

The primary focus of outcomes assessment for problem solving continues to focus on the course level. Title III Instructional Technology activity is supporting faculty development in defining the problems to be solved by students in specific course segments and assisting in developing specific instruction to develop and reinforce such skills. The bachelor degree standard will require a Senior Project for all graduates which integrates skills from diverse courses and results in a portfolio of concrete applications.

Goal

I-5 Foundation Skills
Ensure that students have sufficient foundation skills in communication, computation, problem solving, and critical thinking to benefit from instructional experiences and to apply effectively their learning beyond the College.

Validated 4/18/91 by Academic Standards & Issues Committee.

Tasks

WM - I.5.1 The College will assess students' entering academic skills and provide instructional and personal support services to enable students to attain their educational objectives.

Validated 4/18/91 by Academic Standards & Issues Committee.

The test/advise/schedule process continues to be the major vehicle for student assessment. As a part of the planning for the new Campus Center, computer-assisted student assessment is being planned and will be available for selected student groups during the 1992-93 academic year. Modifications to the system during the 1990-91 academic year include special placement testing days for health students and an automated scheduling process which provides a computer-generated schedule of the student's major courses in many academic program areas. The Developmental Studies Task Force has made recommendations concerning the mass testing process. Based upon recommendations from that group and the math faculty, courses in the math sequence were identified which replaced MTH 002 as the appropriate developmental selection. The ACT 101 Program continues to provide academic and personal assistance for educationally and economically disadvantaged individuals. Welcome Day and the Orientation Program operate in the fall semester for all incoming freshmen, and a modified Orientation process takes place in the spring.

Goal

I-6 Lifelong Learning
Provide educational programming which supports learning as a lifelong activity and helps a broad range of citizens, agencies, and businesses respond to a changing world.

Validated 9/18/90 by Curriculum Committee.

Tasks

JM - I.6.1 The College will assess on a division-by-division basis the comprehensiveness of its instructional programming in terms of its support for lifelong education. This includes assessing the extent to which content instruction is integrated horizontally with other existing learning opportunities (professional organizations, libraries, on-the-job learning, etc.) and integrated vertically through articulation with prior related educational training and other advanced training which may follow sequentially after specific components offered by the College.

Validated 9/18/90 by Curriculum Committee.

The College continues broadbased initiatives to integrate its credit and non-credit instruction with feeder program and advanced opportunities and with other external agencies involved in lifelong learning opportunities for individuals.

By June, 1991, a proposal will be submitted to the State under the Federal Perkins Act for the College to provide leadership in regional implementation of "2+2"/Tech Prep education. In a similar fashion the College has cooperated with the regional Industrial Modernization Center (IMC) to support development of an articulated four-year work-based learning Youth Apprenticeship Program spanning both high school and post-secondary education. Activity continues with the College's Advanced Placement with CoOp Option (APCO) program, articulating secondary vocational education with College programming.

On the other end of the articulation continuum, the College has worked with Penn State University to review existing Penn College courses and define course-by-course articulation with Penn State requirements. Guidelines for students wishing to transfer from Penn College to specific Penn State majors will be defined by the end of the academic year. Internally, requirements for Penn College bachelor degree proposals mandate direct attention to linking such bachelor degree programs with related associate degrees offered by Penn College, Penn State Commonwealth Campuses and regional community colleges.

Horizontal articulation has also been increased during the year. Cooperative efforts with IBM's Computer Integrated Manufacturing in Higher Education Consortium (CIMHE) has continued with expansion into Authorized Training Center status for CADAM software and the College's selection as one of only two colleges nationally to initiate IBM Authorized Education for IBM employees and customers. Approval as a Toyota T-TEN Program school links College training in the automotive field with the dealer training network.

Technology Transfer Center (TTC) activity has also linked institutional resources with lifelong learning services for regional citizens. TTC has assisted companies with internal needs assessments and conducted targeted training linked to those assessments.

Symposia provided through the Business and International Education Grant has also supported regional companies as they position themselves to compete in an international market.

JM - I.6.2 The College will modify programs and services for a wide variety of ages and needs to strengthen its role as a deliverer of and catalyst for lifelong learning.

Validated 9/18/90 by Curriculum Committee.

Status Report 1991

Initiatives cited in I.6.1 illustrate the College's continuing activity in providing broadbased lifelong learning. In addition, the College's Women's Series lecture program and Performing Artist Series have provided cultural and educational enrichment on a spectrum well beyond the credit classroom activities.

Goal

I-7 Instructional Delivery and Management
Provide quality instruction for students through systematic instructional planning, effective instructional delivery, and responsible instructional management which maximizes students' attainment of their educational goals.

Validated 11/28/90 by Academic Standards & Issues Committee.

Tasks

JM - I.7.1 The College will design and implement quality instructional strategies which develop students' mastery of core competency skills recommended by the Academic Standards and Issues Committee and endorsed through governance procedures.

Validated 4/18/91 by Academic Standards & Issues Committee.

Status Report 1991

Several initiatives provided strategies for developing student mastery of core competency skills. The development of the new MTH 502 course provided an additional avenue to support math competencies and link instruction with practical application. The bachelor degree initiative's attention to writing across the curriculum established the foundation for on-going faculty development workshops in using writing in content courses. While the initiative focuses on four-year programs, it is anticipated that the faculty skill will also benefit students in associate degree programs. Additionally, pending development of science, technology and society courses and cultural diversity courses included in the bachelor degree initiative will expand the course selection options related to core requirements. These initiatives will result in courses available at both the two and four-year levels.

A new communications course, ENL 210 - Interpersonal Communications, was approved, which will expand the instructional portfolio of communication courses.

JM - I.7.2 The College will support development and implementation of instructional delivery innovations which:

- o Increase response to varied learning styles
- o Broaden time schedule and location access to instruction
- o Increase student mastery of targeted competencies.

Validated 4/18/91 by Academic Standards & Issues Committee.

Status Report 1991

Major progress was made in instructional delivery innovation through initiation of the Title III Instructional Technology grant. The grant helps provide hardware and software to develop instructional material responding to individual learning styles and paces, develops instructional materials accessible at varied times and locations, and strengthens strategies for addressing course competencies. Additionally, the grant initiatives provide significant faculty development in fundamental instructional design which shape the content, structure, assessment and individualized instruction which accomplish instructional objectives.

The computer-assisted instruction services in the Tutoring Center have provided parallel activity in individualizing instruction and increasing access.

JM - I.7.3 The College will support student success through designing and implementing instructional management activities in the classroom such as attendance monitoring, regular evaluation and constructive feedback to students on their progress, and instructional modifications in response to students' need.

Validated 11/28/90 by Academic Standards & Issues Committee.

By recommendation of the Academic Standards & Issues Committee and approval of College Council on December 13, 1991, Task Statement I.7.3 was modified to read:

The College will support student success through designing and implementing instructional management activities in the classroom such as attendance monitoring, regular evaluation and constructive feedback to students on their progress, and instructional modifications in response to students' need within the limits of the legal requirements and institutional feasibility.

Status Report 1991

Regular academic operating procedures at the course and division level supplemented by a "student early-warning" for individuals who may potentially not succeed in courses provide responsible instructional management. The staff development and instructional materials developed through the Title III Instructional Technology grant bring this "monitor-and-respond" methodology into individual instructional units.

Goal

I-8 Noncredit Programming
Offer noncredit avocational, continuing professional education, and certification experiences which relate to regular credit programming and which can be offered on a cost recovery basis.

Validated 11/28/90 by Academic Standards & Issues Committee.

Tasks

JM - I.8.1. The College will expand programming for special interest groups including seminars, workshops, and short courses.

Validated 4/18/91 by Academic Standards & Issues Committee.

Status Report 1991

Special interest programming is offered through several channels. Individual instructional divisions offer topic centered seminars or colloquia, the College (with Foundation support) offered a special symposium on the Gulf Crisis which was held just after the end of hostilities in that region. The Women's Series lecture program provided additional presentations which supplemented standard instructional activity. Student Services activity in the Performing Artist Series and Children's Series also supplemented more traditional instructional activity.

The Technology Transfer Center continues as a primary provider of workshops and short courses. These courses are provided as open enrollment courses, customized courses for specific businesses and industries, and in cooperation with specific equipment and software vendors. Authorized training has been established for AutoCAD, CADAM and SmartCAM software vendors. On-campus dealer training was also established in cooperation with Ford Motor Company. Negotiations were completed in April 1991 for the College to initiate IBM Authorized Education beginning in June 1991 for IBM employees and customers in operation of the AS/400 computer.

Goal

I-9 Business and Industry Training
Provide for the training needs of businesses and industries on a customized basis.

Validated 11/28/90 by Academic Standards & Issues Committee.

Tasks

JM - I.9.1 The College will establish criteria for evaluating customized training requests.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

Regular analysis of customized training requests occurs in Technology Transfer Center (TTC) review of industry requests for such training. Review is based on the following criteria: (a) ability to deliver the training without adversely impacting regular credit instruction, (b) access to necessary facilities, equipment and expertise, (c) responsible fiscal return to the College through delivery of the training.

JM - I.9.2 Prior to making the commitment, the College will identify human and financial resources necessary for providing customized training.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

Human and financial resources are regularly assessed in Technology Transfer Center (TTC) development and proposal of training or project proposals. Administrators in the division area potentially impacted by a proposed training activity or project and the Vice President of Academic Affairs must approve the training or project before it is implemented.

JM - I.9.3 The College will facilitate technology transfer.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

The College is an active participant in facilitating technology transfer through several avenues. Firstly, preparing graduates in technology fields with advanced technology skills brings employers a continuing resource of skill in applying and learning emerging technologies. Secondly, Technology Transfer Center (TTC) training and applied research project services provide regional business and industry with technology transfer support. Finally, College participation in technology transfer consortia such as IBM's Computer Integrated Manufacturing in Higher Education (CIMHE), AutoDesk's Alliance for Manufacturing Productivity, and the National Alliance for Technology Transfer Centers provide College staff with regular contact with emerging technology development and link College expertise resources with business and industry which can benefit from their support.

GOAL AREA: STUDENT SUPPORT

To develop an atmosphere in which all students are encouraged to identify personal goals and define a plan for achieving them through an active commitment to learning, a strong sense of self-direction, self-confidence, self-worth, and respect for others. To provide a program of student support to accomplish a smooth progression through the recruitment, admission, career definition, financial planning, social and cultural development, and job entry processes for each student.

Goal

SS-1 Student Recruitment

Determine appropriate program by program enrollment goals and implement recruitment strategies that effectively market the College to potential students and allow program enrollment projections to be met each semester.

Validated 10/30/90 by Student Affairs Committee.

Tasks

WM - SS.1.3 The College will develop strategies on a programmatic basis for attracting nontraditional students.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

Career Services programs operate to attract nontraditional students to the College. These include New Horizons for single parents, Career Exploration for Nontraditional Occupations for secondary students, the ASSET Program for individuals with handicapping conditions, and Project Choice for dislocated workers. The College developed a special career service program for individuals with military experience, but because of Operation Desert Storm, it was not implemented.

Specialized recruiting activities for low enrollment and new programs were developed in conjunction with the College's Community Relations Office and resulted in new types of brochures to be distributed to perspective students.

JM - SS.1.3 The College will develop strategies on a programmatic basis for attracting nontraditional students.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

College industrial contact through the Technology Transfer Center assists in establishing a link with business and industry to attract adult currently employed individuals who can benefit from advanced training. Division-based tours and personal contact during Test/Advise/Schedule and Open House activity assist in orienting prospective students to potential benefit from enrollment in contents field beyond those traditional for a specific gender.

WM - SS.1.4 The College will define and enhance the role of all staff in the recruitment retention process.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

The College is in the process of finalizing a marketing plan developed during the 1990/91 academic year. Included in the plan were tasks which commit to an enhanced program of marketing research, expanded activities by the Admissions Department, initiatives to articulate College programs with the City of Philadelphia, new media and materials for College recruitment, activities to increase the number of international students, specialized direct marketing activities, specific marketing strategies for Pre-senior Year prospects, specific marketing activities for baccalaureate students, modifications to the College's test/advise/schedule process, and a commitment to enhance student life and student development services.

Goal

SS-2 Student Retention
Expand retention practices that enhance student opportunities for academic success.

Validated 10/30/90 by Student Affairs Committee.

Tasks

WM - SS.2.1 The College will implement the graduation audit system to facilitate student record operations and expand available information.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

The Graduation Audit System is in its third year of operation. It provides the students with a profile of their academic progress to date, as well as courses remaining in their program leading to graduation. The system now automatically produces a schedule for new students within certain pre-defined parameters and in most program areas. The process has been enhanced to provide the same services to returning students.

WM - SS.2.2 The College will expand the use of academic alerts and concomitant intervention strategies to enhance student opportunity for academic success.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

The major academic alert system for the College is the Midterm P/D/F Notification. The Tutoring Center remains the College's primary intervention device for students with academic difficulty. Over 2,000 students received tutoring during each month of the academic year through the services of the Tutoring Center. Project Success is a study skills program which serves over 300 students each year. Career Services programs provides supplemental assistance for students within selected high-risk populations. This year, a Learning Disability Task Force addressed the issues of enhancing the academic success of students with learning disabilities.

WM - SS.2.3 The College will expand the academic support programs for selected student groups.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

ACT 101 Coping served approximately 180 students. Fifty-five of these persons enroll in a summer preparatory program. The Student Orientation Program in the fall and spring adds a considerable array of academic preparatory programs for interested students. Through institutional funds and the Perkins Act funding, tutoring services are

extended to approximately 18,000 students throughout the academic year. Project Success and the Math Anxiety Reduction Program also provide academic support to qualified students. In preparation for college, Project Choice meets the needs of disadvantaged students. Project Place offers the same services for students who have already enrolled in College programs.

WM - SS.2.4 The College will provide support for special needs populations in the student body.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

The following grant-funded programs provided special support for students defined as special-needs individuals:

Single Parents	$ 61,684
Disadvantaged	158,427
ASSET Program	56,694
Career Explor. Nontrad. Occup.	47,413
Sex Equity	4,000
ACT 101	124,001
Cooperative Education	46,473
Veterans Outreach Program	2,197
Total	$500,889

The College also implemented a learning disability support office during the past year (see SS.2.6).

WM - SS.2.5 The College will assess and revise as needed developmental coursework required of a student before attempting regular courses.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

The report of the Developmental Studies Task Force has been reviewed by appropriate College offices. A number of the recommendations of that group include enhanced testing procedures and environment, initiatives which are included in the planning for the Campus Center. In addition, review of data collected by the math faculty is currently in process which should shed some light on math cutoff scores.

The College is seeking to enlarge the number of academic programs in which prior completion of developmental course work is required prior to entering into regular programming.

WM - SS.2.6 The College will examine the need for expanded services to students with learning disabilities.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

In July 1990 the College added a career service specialist whose duties include a substantial amount of services to learning disability students. So far, a Learning Disabilities Task Force has established specific entry and entitlement procedures for learning disability students, modified the testing procedures for these students, established a Learning Disability Orientation Program, and provided ongoing support activities for students with learning disabilities. Staff development for a variety of difference departments has also been arranged. The Task Force is expected to complete its series of recommendations by the conclusion of the 1990/91 academic year.

Goal

SS-3 Part-time Nontraditional Students
Expand educational opportunities and appropriate support services for part-time nontraditional students.

Validated 10/30/90 by Student Affairs Committee.

By recommendation of the Student Affairs Committee and approval of College Council on October 23, 1990, goal SS-3 was modified to read:

Expand educational opportunities and appropriate support services for non-traditional students.

Tasks

WM - SS.3.1 The College will seek to expand the special population outreach career service programs.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

Services for special populations included the following projects during the 1990/91 academic year. New Horizons operated at both the main campus and the North Campus in independent programs to serve displaced homemakers and pregnant teen-agers. Career Exploration in Nontraditional Occupations provided on-campus services for students enrolled in programs nontraditional to their gender as well as provided outreach services for high school students with an interest in entering these career fields. The ASSET Program provided services for persons with handicapping conditions, and the Learning Disability Task Force formulated services for this populations as detailed in SS 2.6. Project Success provided academic support services for educationally or economically disadvantaged individuals, and ACT 101 addressed the same population. Project Choice was directed at the career development needs of displaced workers primarily nontraditional students. Project Place provided an Adjustment to College Seminar for returning adult populations.

WM - SS.3.2 The College will investigate the feasibility of dependent child care services for students and staff as an accommodation for present and potential student populations.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

The College continued to address the issue of child care throughout the 1990/91 academic year, primarily through the development of educational plans for the Campus Center. Included in that facility will be a substantial space commitment to dependent child care. Four classrooms and a multi-purpose room along with office and support facilities are included in the Campus Center and scheduled to begin operation during the 92/93 academic year. The Governance System also appointed a task force to investigate the optimal operating frame work for dependent child care, and that task force began meeting in the Spring 1991 semester.

Goal

SS-4 Matriculation
Expand intake services to insure that students matriculate in an expeditious fashion and are prepared to successfully undertake their choice of College studies.

Validated 10/30/90 by Student Affairs Committee.

Tasks

WM - SS.4.1 The College will evaluate and revise as needed the test, advise, and schedule process.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

Revisions in the test/advise/schedule process included two major innovations during the past academic year. Plans for the Campus Center include a new assessment center which will house up to 120 students and include a 10-station, computer-driven testing center. Consistent with recommendations from the Developmental Studies Task Force, this assessment center will substantially upgrade the testing environment for new students. The second innovation included the automated scheduling production which was fully implemented for the Fall 1990 entering class. This process allowed the College to produce a substantial portion of students' schedules based upon class availability and student need, thus, reducing the amount of time advisors need to spend with new students in purely bureaucratic tasks.

WM - SS.4.2 The College will expand housing services to students both before and during enrollment.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

Housing search was facilitated by a computer-assisted housing bank located in the Academic Center and is currently in its third year of operation. The College also substantially expanded its relations with landlords with private housing units by allowing direct mail solicitation of students. Private housing continued to expand in the vicinity of the campus with several new developments being completed during the 1990/91 academic year. Fall 1990 saw the opening of the largest planned, private housing development in the campus area, College West. Delayed entry of that facility into the housing market precluded full operation during the past academic year.

WM - SS.4.3 The College will seek to expand the financial support mechanisms for students.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

A substantial increase in the number of Penn College scholarships was achieved during the 1990-91 academic year. The number of these awards increased from 20 per year to 45 in this the first year of a new scholarship program supported through location fees. A total of $22,000 in scholarship support was awarded through this source. Other College administered scholarship programs made 11 awards totaling $9,000, and the Penn College Foundation scholarships made 26 awards totaling $12,300. In total 82 awards for a total of $43,300 were made to students during the 1990/91 academic year.

The Loyalsock Township Tuition Subsidy Program continues to support over 30 students at the rate of $25 per credit earned as students meet certain defined qualifications.

WM - SS.4.4 The College will improve prematriculation assessment practices including articulation credit.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

All students are currently tested prior to matriculation and assigned appropriate developmental remediation course work unless they are able to demonstrate that they have acquired college credit equivalent to appropriate reading, communications, and mathematics levels for their program. In terms of articulation, the College has enhanced its APCO process for awarding advanced placement based upon competency assessment. Strategies employed include an enhanced alerting system for the Experiential Learning Office and an improved tracking system for likely candidates in the Advanced Placement Program. The Director of Experiential Learning also visits high schools and AVTS's throughout Pennsylvania in order to meet with students who have the potential of receiving competency profiled advanced placement credits.

WM - SS.4.5 The College will improve prematriculation opportunities for remediation of deficiencies.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

The Developmental Studies Task Force recommended the implementation of a tracking system in 1989 to identify those students who for whatever reasons avoided completion of developmental requirements. The tracking system has worked well in identifying those students, and intervention by the Developmental Studies Office has redirected them in a more appropriate direction regarding the sequencing of their courses. As a part of the test/advise/schedule process, the College continues to endorse the use of summer school as a potential strategy for new students to eliminate developmental requirements prior to assuming a full schedule of studies in the fall. In some programs, this has been made a requirement for program entry. Use of the Associated Health Program designation has allowed the tracking of Health students in remediating their deficiencies and taking related course work prior to full-time entry into Health Programming.

Goal

SS-5 Student Life
Enhance the campus social and cultural life for students.

Validated 10/30/90 by Student Affairs Committee.

Tasks

WM - SS.5.1 The College will improve mass communications between all campus segments.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

Much of the activity associated with campus communication has been future based and related to the development of architectural plans for the Campus Center. Included in that facility will be an Information Center with electronic messaging devices that will alert students to activities on campus. Communication will also be facilitated by the expansion of student office space and student meeting space on campus with the completion of the Campus Center.

Use of a College newspaper still remains an important issue for consideration in the future.

Goal

SS-6 Services for Students
Ensure that services for students are delivered in an efficient and effective manner.

Validated 10/30/90 by Student Affairs Committee.

Tasks

WM - SS.6.2 The College will evaluate the possibility of obtaining local student addresses in an efficient and accessible manner to assist in individual student communication.

Validated 10/30/90 by Student Affairs Committee.

Status Report 1991

The College currently obtains local addresses for students and makes them available through the Office of Health Services. Programming requirements for collecting local addresses are currently being addressed and procedures governing the use of local addresses are being developed by Student Records Office.

GOAL AREA: ACADEMIC SUPPORT

To maintain a system of academic support services of sufficient depth, breadth, and caliber to help achieve fully effective instructional services; within this support system, to include course and curriculum development and evaluation, academic personnel development (including faculty development), library services, academic computing, media services, academic administration, experiential learning, and other activities as appropriate.

Goal

AS-1 Program Development Process
Develop clear, consistent academic standards and written guidelines for development, revision, and deletion of curricula and courses.

Validated 11/28/90 by Academic Standards & Issues Committee.

Task

JM - AS.1.1 The College will develop a revised program approval process and guidelines for the Curriculum Committee based on identification of core competencies and definitions of institutional credentials.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

A revised program approval process has been developed and formalized in the Program Approval Manual which guides the scheduling of program development, development of program proposals and review by various constituency bodies.

JM - AS.1.2 The College will develop and implement mechanisms for supporting identified curricular and/or core competency initiatives through modified schedules for faculty to facilitate individual or joint projects; release time for development of curricula, courses and/or instructional materials; or stipends for special projects.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

The stipend funded projects for curriculum development that began during summer 1989 will be continued in summer 1991. Under Instructional Advancement Grants, faculty are permitted to apply for up to 40 hours of funding. $2,000 is available for funding during May/June 1990. An additional $2,000 funding will be available for July/August 1990.

Faculty release time has been provided in several grants, including the international business education grant and the Title III instructional Technology application. Other faculty have been released to develop a math course jointly taught by business and math faculty and to study the need for programming in the arts.

Special projects funded include baccalaureate degree, curriculum development, course development, and a faculty retreat supporting integration of the humanities.

Alternative scheduling and team teaching strategies support development of CIM 299, the Computer Integrated Enterprise, a course taught by computer science, business, and automated manufacturing faculty, and the IBM Fellow.

Goal

AS-2 Program Evaluation
Develop clear, consistent academic standards and procedures for regular planned evaluation of effectiveness, quality, and accessibility of instructional programs.

Validated 11/28/90 by Academic Standards & Issues Committee.

Task

JM - AS.2.1 The College will develop and implement a system for regular, planned evaluation of all College credential programs.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

A formal Program Review process has been established which provides for systematic review of individual programs a minimum of once every five years. The process provides Divisions with information about the program and student outcomes through Program Scan data, requires response to a set of standardized questions for all programs, and requests response to President's Council-generated questions specified for some individual programs.

Goal

AS-3 Staff Development

Develop a staff evaluation and staff development system which supports quality instructional delivery, maintains staff currency in their areas of responsibility, and strengthens the College's ability to meet student educational objectives.

Validated 10/23/90 by Human Resources Committee.

Tasks

JM - AS.3.1 The College will refine procedures for evaluating staff performance and for providing development support for enhancing staff effectiveness in meeting student objectives.

Validated 10/23/90 by Human Resources Committee.

Status Report 1991

Formalized staff evaluation procedures are in place for all classifications of employees at the College. These procedures identify strengths and weaknesses and call for supervisors to identify development activities which can strengthen individual performance.

During 1990/91, support for staff development was enhanced through a new position of Director of Staff Development and Continuing Education, which enhanced support for staff development for APT, clerical and service staff in particular. Through this position, scheduled staff development days provided an expanded number and type of sessions, in particular enhancing cost effectiveness by bringing training resources to the campus to address a wider number of individuals rather than sending a smaller number of individuals off campus for development. These staff development services are often keyed to needs identified through the staff evaluation processes in place.

JM - AS.3.2 The College will establish mechanisms for faculty and staff to provide feedback to supervisors relative to faculty and staff perception of the supervisor's performance.

Validated 10/23/90 by Human Resources Committee.

Status Report 1991

A pilot evaluation instrument for Academic Assistant Deans, Division Directors and Department Heads was developed through the Faculty Evaluation Committee. This evaluation will be administered in the closing weeks of the spring term and will be reviewed by the individual administrator with the Dean of Instruction and Vice President for Academic Affairs subsequent to the Executive Management Review (EMR) evaluation. Based on review of the instrument and the resulting feedback, formalized use and/or revision of the instrument and process as well as development of similar instruments and procedures for other supervisory staff will be considered.

Goal

AS-4 Media and Computer Use in Instruction
Establish and implement a plan for media and computer applications in the full range of curricula and in the delivery of instruction.

Validated 9/18/90 by Curriculum Committee.

Tasks

JM - AS.4.1 The College will assess on a program-by-program basis the immediate and long-term needs for media and computer support for the program and the program faculty to deliver services to meet student and client objectives.

Validated 9/18/90 by Curriculum Committee.

Status Report 1991

An Institutional Computing Long Range Plan will be completed in Spring 1991 which includes strategies for regular identification of computing resources needed to support individual programs and clusters of programs. Particular attention is being given to maximize efficient use of computer hardware and software resources. Implementation and refinement of this plan will occur in 1991/92.

JM - AS.4.2 The College will develop and implement a plan for meeting identified media and computer support needs.

Validated 9/18/90 by Curriculum Committee.

Status Report 1991

In addition to the Institutional Computing Long Range Plan, regular division-by-division review of equipment and software needs includes computer and media items in review of priorities. Priority ranking is established both divisionally and across Academic Affairs to insure that highest priorities receive first attention.

JM - AS.4.3 The College will develop and implement a plan for maximizing the return on investment in terms of College-wide computer hardware, software, and human resources involved in delivery of computer instruction and media and computer support services.

Validated 9/18/90 by Curriculum Committee.

Status Report 1991

The Institutional Computing Long Range Plan being completed in Spring 1991 identifies strategies for maximizing utilization of computer hardware and software. Recommendations call for centralizing hardware and software purchases which will maximize return on investment not only at the initial time of purchase but will also centralize redistribution of existing resources to minimize purchase of hardware and software when needs can be met through repositioning available resources. Recommended organizational changes for Academic Computing and Computer Services are under review which will minimize duplication of services and personnel and position staff most effectively to meet student and internal user needs.

Goal

AS-5 General Academic Support Services
Provide appropriate support services through library and reference services, media, experiential learning opportunities, advising, and other activities which maximize student and client opportunity to meet their educational objectives.

Validated 11/28/90 by Academic Standards & Issues Committee.

Tasks

JM - AS.5.1 The College will identify and implement procedures which systematically catalogue and address staffing, fiscal, facility, and equipment needs necessary to provide quality services addressing student and client objectives.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

The Institutional Computing Long Range Plan includes cataloging and strategic positioning of facilities, equipment and personnel to meet student and internal computer user needs most efficiently and effectively. In addition, Academic Affairs divisions are completing five-year plans during Spring 1991 which identify initiatives, personnel, programming and equipment needed to achieve objectives during this five-year timeframe.

JM - AS.5.2 The College will design and implement activities which insure consistent quality instruction from class to class, instructor to instructor, and program to program.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

Through an Academic Affairs organizational restructuring in 1990/91, new Department Head positions were created. These positions provide leadership, support and problem solving closer to the individual program level than was available only through central divisional administration. The system of leadership and support will be evaluated and refined to assist in strengthening consistency from class to class, and instructor to instructor, and program to program.

MW - AS.5.3 The Pennsylvania College of Technology Foundation, Inc., will solicit and acquire appropriate instructional resources and equipment to enhance the quality of the College's educational programs.

Validated 11/28/90 by Academic Standards & Issues Committee.

Status Report 1991

In the calendar year ending December 31, 1990, the Foundation acquired gifts of equipment, cash and in-kind services valued at $694,988. Approximately $137,387 in cash was secured. Donations in equipment were received valued at $565,287. Since inception of the Foundation, gifts with a total valuation of $4,181,725 have been secured (1982-1990.)

GOAL AREA: INSTITUTIONAL SUPPORT

To provide an ongoing program of research, planning, and evaluation which serves as the foundation for formulating and assessing annual and long-term goals and objectives, which provides support for effective management decisions, and which results in the development of human, fiscal, and physical resources needed to deliver the institution's programs and services.

Goal

IS-1 Executive Management
Provide executive management systems which utilize strategic planning supported by valid and reliable research and evaluation data to formulate policy, make decisions, and implement actions through a well-designed organizational framework.

Validated 11/20/90 by Long Range Planning Committee.

Tasks

WM - IS.1.1 The College will address the conflict between responding to a wide range of needs and providing adequate focus and attention to high priority needs.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

With a very full slate of operations associated with routine as well as initiative matters, the College uses the Long Range Planning system to prioritize needs. The revised Planning Process includes a relationship between planning and operations that, on an annual basis, allows the College to develop and assign priority tasks to various administrative units. Budgetary implications are handled through the addition of a fiscal note, at the task level, to each element of the Long Range Plan with financial implications. The process reaches its fruition through the development of each individual administrator's Management By Objective Plan. Quality control is maintained through Governance review of tasks as they are accomplished, revised, or retired to maintenance status as a part of routine operations.

Those high-profile initiatives are included in an annual Major Institutional Initiatives list developed in a planning retreat by President's Council with input from a variety of important College groups such as Governance or Middle States Committees.

By recommendation of the Long Range Planning Committee and approval of College Council on June 20, 1991, task IS.1.1 was retired from the Long Range Plan and requires routine maintenance.

JM - IS.1.2 The College will establish a process of review to determine that the annual plan of action for the institution does focus on student achievements and establish a process of assessment to determine that the College has followed the plan.

Validated 11/20/90 by Long Range Planning Committee.

Status Report 1991

The process for development of Annual Institutional Initiatives was refined during the year to insure broader input and focus on teaching/learning components. In past years, these Initiatives were primarily developed through President's Council analysis which reflected individual President's Council members' regular contact with those within their organizational units. In 1991, the development of Institutional Initiatives for 1991/92 included input from the Long Range Planning Committee, from College Council and the Middle States Steering Committee. This multiple review and modification resulted in a greater proportion of the Initiatives focusing on the teaching/learning process. Once established as a priority, regular attention will be given to these priorities with end-of-year reports being given to the College community and the Board of Directors.

RF - IS.1.3 The College will develop a structured, well-defined comprehensive system for data collection, analysis, distribution, and application.

Validated 11/20/90 by Long Range Planning Committee.

Status Report 1991

A program scan system was implemented to provide the quantitative foundation for evaluation of academic programs.

A computerized part-time/overload system was implemented.

Documentation was developed to determine the feasibility of implementing electronic purchase order and work order systems. The on-line work order system was completed.

A study was completed to determine the feasibility of implementing an automated inventory control system for the Susquehanna Room and the Shipping/Receiving warehouse. Both systems were implemented in 1990-91.

RB - IS.1.4 The College will establish support and reward structures which nurture nontraditional programming and entrepreneurial initiatives.

Validated 11/20/90 by Long Range Planning Committee.

Status Report 1991

The Title III Instructional Technology project initiated in 1990/91 provides a range of rewards for faculty initiative. Faculty whose proposals are selected for the project receive release time, staff development travel, and allocation of a computer workstation both during and beyond the specific project activities. This procedure provides faculty with a platform for further instructional material development and helps address the frequent request for faculty computer workstations.

Over the past two years part-time/overload rates have been increased by 41%. The total annual College commitment to this instructional delivery category now exceeds one million dollars. These significant rate increases will provide more competitive incentive for both regular and part-time employees to provide standard and non-traditional educational service.

JM - IS.1.6 Each academic division will produce a five-year plan that anticipates staffing, equipment, curriculum, staff/faculty development, and resource needs. These plans will be assessed annually.

By recommendation of the Long Range Planning Committee and approval of College Council on December 13, 1990, new task statement IS.1.6 was added to the Long Range Plan.

WM - IS.1.7 The College will develop a plan for long-term institutional growth from an enrollment, facility, and support services perspective.

By recommendation of the Long Range Planning Committee and approval of College Council on December 13, 1990, new task statement IS.1.7 was added to the Long Range Plan.

Status Report 1991

During the 1990/91 academic year, the College developed five-year enrollment projections. These projections have been refined throughout the present academic year, but will require constant refinement as situations in the

environment change. Facility needs for the institution are being addressed on a long-term basis through the Stage IV Building Program. As these plans are finalized, it will be possible, in subsequent years, to make determinations of required, additional student support services.

Goal

IS-2 Budget and Finance
Provide fiscal resources required to deliver approved programs and services within the framework of balanced budgets, adequate fiscal reserves, and sound financial planning.

Validated 11/20/90 by Long Range Planning Committee.

Tasks

RF - IS.2.1 The College Board of Trustees and Administration will work with the Commonwealth and Penn State University to implement new affiliate status.

Validated 11/20/90 by Long Range Planning Committee.

Status Report 1991

This task was completed in 1990-91 with completion of the policy manual review.

RF - IS.2.2 The College will expand its multiple year enrollment projection process and budgeting process to a regular three-year process, including institutional assumptions and budget criteria based on variable conditions.

Validated 11/20/90 by Long Range Planning Committee.

Status Report 1991

In building the 1991-92 Operating budget, student fee revenue was based on detailed program-specific credit hour enrollment projections developed jointly by Academic Affairs and Student Services. Academic cost center managers used those enrollment projections with cost of instruction multiples to determine expenditure levels necessary to support the projected enrollment.

MW - IS.2.3 The Pennsylvania College of Technology Foundation, Inc., will coordinate special events such as the Endowment Fund Campaign, the Golf Classic Tournament, and the Sports and Recreation Festival to strengthen the monetary resources and to create goodwill within the community.

Validated 11/20/90 by Long Range Planning Committee.

Status Report 1991

This May's Golf Classic has thus far grossed $26,000 for scholarships, including $5,000 from the corporate sponsor, the New MMI. A total of $12,135 was added to the endowment fund in 1990 and, except for some ongoing fine tuning, the plan for a Sports and Recreation festival was completed and solicitation of exhibitors begun. The festival, to be held annually beginning in September of 1991, is expected to bring over 10,000 visitors to the College in its first year, and to earn substantial income in subsequent years.

Goal

IS-3 Human Resources
Encourage and support (conceptually, financially) the contribution of each individual to their fullest potential by establishing clear and effective policies defining equitable hiring, promotion, benefits, professional development, and salary systems and promoting high standards of conduct and performance in an environment of genuine respect for each individual.

Validated 10/23/90 by Human Resources Committee.

Tasks

JM - IS.3.1 The College will employ a Director of Staff and Program Development responsible for developing opportunities and implementing activities to develop effective, individualized staff development activities.

Validated 10/23/90 by Human Resources Committee.

Status Report 1991

This task has been accomplished through two position: the Associate Academic Dean (primarily responsible for faculty development and program development) and the Director of Staff Development and Continuing Education (primarily responsible for APT, clerical and service staff development).

By recommendation of the Human Resource Committee and approval of College Council on April 23, 1991, task statement IS.3.1 was removed in 1991 from the list of active tasks as completed.

MW - IS.3.2 The College will conduct market surveys and evaluate results for Classified and Service positions.

Validated 10/23/90 by Human Resources Committee.

Status Report 1991

The Markey survey for Classified and Service employees was mailed during the week of April 15, 1991. Results are expected to be compiled and evaluated prior to July 1, 1991. The 1989-90 year was an off year.

MW - IS.3.3 The College will complete the update of all Administrative, Professional, and Technical positions and assess them using revised Administrative, Professional, and Technical assessment criteria.

Validated 10/23/90 by Human Resources Committee.

Status Report 1991

New assessment criteria were adopted in late 1988; approximately 175 APT positions have been evaluated to date, with the remainder to be completed prior to July, 1991. Assessment of APT positions under the new criteria began April 22, 1991, and is slated to be completed by July 1, 1991.

MW - IS.3.4 The College will examine alternatives and enhancements to the College's current benefits package as a strategy for recruiting and retaining competent staff.

Validated 10/23/90 by Human Resources Committee.

Status Report 1991

TIAA/CREF retirement options have been substantially liberalized to permit increased employee flexibility and investment options. New flex-time work schedule provisions have been adopted for most APT and Classified staff, and the cap on the College's life insurance coverage has been raised to allow full pay for all employees eligible for life coverage. The College's Penn State tuition discount program for full-time employees, dependents and spouses is now fully operational.

RB - IS.3.5 The College will evaluate and develop appropriate recommended procedures for managing alternate faculty teaching calendar options which might strengthen opportunity for faculty training and continued education. Alternatives may include summer and/or overloads in one semester to build release time for pursuing staff development not possible during a full teaching schedule.

Validated 10/23/90 by Human Resources Committee.

Status Report 1991

A full range of modified faculty work assignments (including alternative teaching calendar options) is available through provisions of the faculty Agreement and have been implemented in increasing numbers during the past two years. Modified work assignments have been primarily utilized to allow execution of non-teaching administrative and/or educational responsibilities on a release time basis.

Release time (as currently provided via Title III) or scheduling (of teaching) consideration has enabled faculty to pursue a variety of staff development objectives.

The process and procedures for developing/managing modified work assignments are operational. This task is essentially complete.

JM - IS.3.6 The College will examine alternatives and develop recommendations for integrating part-time faculty into institutional and divisional planning, curriculum development, and student support services.

Validated 10/23/90 by Human Resources Committee.

Status Report 1991

Enhanced orientation for part-time staff at a division level was implemented in 1990/91 partly through the reorganization of Academic Affairs, which established responsibility for supporting part-time faculty within the Division Director's job description. Faculty orientation handbooks were distributed to over 200 part-time faculty during both academic terms. The two divisions with the highest proportion of part-time faculty, Integrated Studies and Business and Computer Technologies, provided special orientation sessions for part-time faculty; 58 staff attended these orientations.

Part-time staff were invited to convocation and staff development activities, with monthly staff development schedules distributed to all part-time faculty.

1990/91 was the second year of the Part-Time Teaching Award, which recognizes exemplary service by part-time faculty.

MW - IS.3.7 The College will examine recommendations for recognizing length of service to the College of current and separating employees.

By recommendation of the Human Resources Committee and approval of College Council on November 27, 1990, new task statement IS.3.7 was added to the Long Range Plan.

Goal

IS-4 Physical Plant
Create and maintain an attractive, functionally efficient physical plant and campus setting which effectively supports the programs and services of the College by enhancing the learning environment.

Validated 11/6/90 by Facilities Committee.

Tasks

WT - IS.4.1 The College will monitor physical plant operations to insure preservation of the present environment and will review renovations prior to implementation to insure changes consistent with programmatic needs.

Validated 11/6/90 by Facilities Committee.

Status Report 1991

The College routinely monitors plant operations through an active work order system. The work order system is used to schedule both preventive and corrective maintenance requirements at all campuses.

To ensure that changes and renovations are consistent with programmatic requirements, all requests for renovations are reviewed with the appropriate Division Director/staff prior to engaging in a project.

The Vice President for Academic Affairs Office continues to work consistently with Division Directors to identify facility modification needs linked to existing facility conditions and to programming initiatives. As needs are

identified, priorities are defined, with projects which have impact on delivery of instruction receiving the highest priority. For projects receiving initial affirmation, detailed needs are defined (using educational specifications for major projects).

Major and minor renovation projects are co-ordinated with General Services to develop project priorities and schedules for implementation. This process has resulted in a list of 12 to 15 renovation projects that will be accommodated during the Summer of 1991.

WT - IS.4.2 The College will monitor facilities' needs and advise the divisions of feasibility of renovations resulting from program changes. This will include, but not be limited to, costs and other facility requirements to determine a break-even analysis.

Validated 11/6/90 by Facilities Committee.

Status Report 1991

Based on assessment of facility conditions and the long-term potential for programs supported by specific facilities, many individual projects were undertaken. Significant projects undertaken in 1990/91 included the following:

Final completion of air conditioning in the Learning Resources Center laboratories and classrooms.

Testing of a ventilation system in the Biology labs to improve air quality.

Completion of a facilities and energy audit for the Earth Science Complex.

Installation of new flooring in the hallways of the Gymnasium.

Extensive painting and carpeting at the North Campus.

Major assistance to the Construction Technologies Division to help the students complete the Morgan Valley Retreat Project.

Air conditioning several spaces in the Academic Center.

Install window treatment in Architecture Labs to improve air conditioning equipment and reduce sunload.

Relocation of the General Services Operation to a new facility at Reach Road. This included extensive modifications to the former Ferno-Ille facility to house General Services and the Warehouse operations.

The College, through scheduled walk-through inspections or via written memoranda, monitors the facilities' instructional operations as they relate to physical plant operations. If a situation arises where changes in the physical plant will enhance a program or improve safety, the divisions are advised to develop a project for capital consideration.

With the increased use of the facilities, energy use has become a dominant factor for consideration in operational change. As an example of how the College follows energy costs, gas was used instead of oil, where possible, when the cost of oil jumped to over one dollar per gallon.

WT - IS.4.3 The College will review on a regular basis facility deficiencies to insure that needs are corrected and that facility deficiencies will not affect program requirements.

Validated 11/6/90 by Facilities Committee.

Status Report 1991

Division Directors, supported by faculty, monitor facility status and inform the Dean of Academic Affairs of needed action to support program delivery. In addition General Services staff conduct actual on-site inspection of all areas by the Division Directors and Deans. These inspections result in the preparation of work orders and/or renovation requests for repairs and reconstruction. Requests are reviewed with General Services, with minor needs addressed through that unit and with major needs reviewed and evaluated by the President.

The completed educational specifications for the new Aviation Center resulted in Architectural design and specifications for a new 50,000 square foot facility at the Lycoming County Airport. Construction is to begin in the Summer of 1991 and be completed in approximately 18 months. The total project is anticipated to cost $5,000,000 and result in a state-of-the-art building housing several new aviation technology programs.

Educational specifications and design drawings and documents have been developed for the construction of the new Campus Center of Pennsylvania College of Technology with construction to begin during the Fall of 1991.

This process resulted in the development and subsequent design of a facility in excess of 100,000 square feet to house various student services: bookstore, second cafeteria operations, day care center, student recreational and health spaces, a student nightclub complex and various educational classrooms.

Educational specifications and subsequent design drawings and plans have been developed as a part of the College's long range commitment to community arts for the renovation of the Capitol Theatre to provide a Community Arts Center for Central Pennsylvania.

This will result in a major facility that will house a 2,000 seat theater section with office support services for The Williamsport Symphony, the Williamsport Foundation and various art/music groups in the Central Pennsylvania area.

The General Services Department will attempt to complete several renovations projects to provide increased facility usage during the Summer of 1991:

ATHS - Renovations to Room E103 (Office)
ACC - Renovations to Room 133
ACC - Renovations to Room 132
ATHS - Renovations to Room E228 (Temporary Classroom)
ATHS - Renovations to Room E123 (Electronic Toolroom)
ACC - Handicap Access
ESC - Change Conference Room to Office
LEC - Door between LEC 129 & Storage Room
ATC - Connecting Door - Rooms 140/141
ATC - Dyno Unit Renovation - Room 140
DC - Dyno Test Cell
BTC - Classroom Renovation - Room 107
ACC - Room 203 Office Renovations

WT - IS.4.4 The College will, as additional expansion takes place, incorporate within the project review the changing needs for parking requirements.

Validated 11/6/90 by Facilities Committee.

Status Report 1991

The College provided 250 to 300 additional parking spaces in the south west corner of the campus. A parking fee has been instituted to increase funds available for parking expansion and maintenance. (COMPLETED)

The College continues to review, consistent with changing campus needs, parking requirements for additional space and maintenance of existing parking facilities. The temporary space for 300 additional

cars that was provided through a stone lot at the end of the Campus will be upgraded to a hard surface area, as part of the Campus Center construction project. It will accommodate in excess of 400 cars. The College also continues to review existing parking locations and expects to provide maintenance for the North Campus lot during the summer months.

WT - IS.4.5 The College will develop an on-line data base to meet requirements for physical facility inventory and space utilization as the profile of programs change across the campus. Within the structure of the program, a periodic update will be included.

Validated 11/6/90 by Facilities Committee.

Status Report 1991

This project is pending and currently being worked on by the Administrative Services Department.

WT - IS.4.6 The College will undertake the financing, planning, and implementation of the Stage IV Building Program to include a Campus Center, Residence Facility, Aviation Center, Technology Center for the North Campus, and other facility renovations and enhancements.

Validated 11/6/90 by Facilities Committee.

By recommendation of the Facilities Committee and approval of College Council on April 23, 1991, task IS.4.6 was revised to read:

The College will undertake the financing, planning and implementation of the Stage IV Building Program to include a Campus Center, Community Arts Center, Aviation Center, and other facility renovations and enhancements.

Status Report 1991

The College exercised a purchase option to acquire the Capitol Theatre and renovate it as a Community Arts Center. This action took place in March 1990, and specification development began at that time to be concluded by the end of the academic year.

IS.4.7 The College will continue implementation of a recycling program to insure compliance with Pennsylvania State Law, ACT 101.

(ACT 101 of 1988, The Municipal Waste Planning, Recycling and Waste Reduction Act, Section 1509, states by law, that all public, non-public, and private primary and secondary schools and vocational-technical schools, special education schools, driver training schools and state-owned schools and institutions of higher education must establish and implement a recycling program by September 26, 1990.)

By recommendation of the Facilities Committee and approval of College Council on April 23, 1991, new task statement IS.4.7 was added to the Long Range Plan.

- IS.4.10 The College will assess the linkage between planning and budgeting to strengthen the cohesiveness of College-wide strategic planning.

By recommendation of the Long Range Planning Committee and approval of College Council on June 20, 1991, new task statement IS.4.10 was added to the Long Range Plan.

Goal

IS-5 General Administration and Logistical Services
Create an efficient network of purchasing, computing, campus mail, motor pool, shipping/receiving and supplies, and related administrative and logistical systems which facilitate and support basic institutional operations.

Validated 11/27/90 by Long Range Planning Committee.

Tasks

RF - IS.5.1 The College will expand as appropriate the current level and quality of administrative computer and telecommunication support services.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

The College replaced the two IBM System 38 computers used for administrative computing with an IBM AS400, resulting in better user service, higher system speed, and greater system capacity and expandability.

Computer Services, with the College Store, Financial Operations, and Purchasing, developed specifications and evaluated bids received for a retail management/point-of-sale system in the College Store.

Auto-scheduling for returning students in selected programs was developed and implemented.

Computerized EEO-6 data collection and reporting was implemented.

An automated ticket sales auditing system was developed and implemented.

An automated call processor was installed in the College switchboard.

Data and telecommunication services were expanded to the new General Services building on Reach Road.

RF - IS.5.2 The College will develop a structured, well-defined system of logistical support services.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

The College purchasing policy and procedures were re-written to integrate with The Pennsylvania State University system, to provide for more efficiencies of operation, and to clarify required procedures.

New delivery schedules and procedures for the Shipping/Receiving department were implemented in conjunction with the move to the new General Services building.

RF - IS.5.3 The College will deliver high quality auxiliary enterprise programs.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

The Susquehanna Room continued to grow in 1990-91 with projected sales increasing more than 11% over 1989-90. New specialty offerings and events were introduced (Pizza and Pitcher Night, Wing Night, a breakfast bar, etc.). A Streetcart Named Desire was introduced to expand availability of Food Service products to outdoor locations.

Feasibility studies began to evaluate the expansion of food services at the Earth Science Center, and the establishment of a college-wide debit card system.

The College Store projects 1990-91 sales in excess of $1.4 million, in comparison with 1989-90 sales of $1.3 million. Product lines were expanded with the introduction of Penn College logo items.

In planning for the construction of the Campus Center, a considerable amount of time was used during 1990-91 in designing the new College Store, Food Service, and Penn's Inn areas. These areas will further expand the scope of auxiliary services at the College.

RF - IS.5.4 The College will expand as opportunities allow the Information Center function to provide state-of-the-art technological support in the areas of local area networking, office automation, and access to the College data bases.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

During 1990-91, the concept of an Institutional Computing Center was implemented: combining Academic Computing and Administrative Computing, thereby establishing one entity to address all computing needs of the College community. An Institutional Computing Long Range Plan, staffing recommendations and budget procedures were developed.

Major modifications and updates to enhance user access to institutional data bases were developed and implemented.

RF - IS.5.5 The College will enhance the Computer Services training experiences for new personnel and update competencies of existing personnel on current or new applications.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

The establishment of Institutional Computing has, and is, bringing to light user needs throughout the College. Meeting those needs is a major focus of the Institutional Computing Long Range Plan. Computer Services/Institutional Computing staff continued to work with employees on individual and group basis for training and competency upgrading.

RF - IS.5.7 The College will review and revise, as appropriate, the automated budgeting, accounting, research, and reporting systems to support administrative decision making.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

The following automated support systems were completed during 1990-91:

- Program scan
- Part-time/overload
- On-line work orders
- Inventory control for Susquehanna Room and Shipping/Receiving
- Auto-scheduling for returning students in selected programs
- EEO-6 data collection and reporting
- Ticket sales auditing

Tasks

JM - IS.5.8 The College will evaluate cost implications and tuition and fees associated with nontraditional educational experiences.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

Cost implications are integrated in regular review of Technology Transfer training and project activity. Cost analysis leads to two results. Firstly, the College has and will continue to diminish offerings of whose cost recovery fees exceed the level acceptable to potential participants.

This rationale resulted in elimination in 1990/91 of most avocational courses which were no longer fiscally viable without State reimbursement once the College exited the community college system. Secondly, the College will continue to evaluate and revise its delivery and administration to minimize delivery and overhead costs where feasible without compromising the quality of services delivered.

WM - IS.5.9 The College will enhance the scheduling, billing, registration, and reporting support systems.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

Refinements are being introduced each year into the College's scheduling, billing, and registration system.

New reports are being developed on an as needed basis that contribute to the management information system of the College. A major scheduling enhancement includes the development of an automated scheduling system for returning students. It was piloted in the Spring 1991 semester for Fall schedule preparation. It is scheduled for review during the Summer and revisions as needed. Substantial changes in Late Registration has allowed the College to serve more students in a late registration fashion in a highly effective and efficient fashion. A primary benefit to this process has been the acquisition of the AS400 Computer which allows much faster online processing of student's schedules. The telephone intervention system for registration support continues to be implemented as the major last minute strategy for Late Registration enhancement.

Goal

IS-6 Quality Assurance
To assure that Penn College aspires to the highest standards of academic excellence promulgated by the Middle States Association in its handbook "Characteristics of Excellence in Higher - Education - standards for accreditation."

Validated 4/16/91 by Long Range Planning Committee.

Tasks

WM - IS.6.1 The College will participate in the periodic self-assessment process prescribed by the Middle States Association, and will secure re-accreditation.

Validated 4/16/91 by Long Range Planning Committee.

During the 1990/91 academic year, the College's Middle States Committee prepared and submitted its design document for self-study. Three study groups in the areas of Governance and Finance, Baccalaureate Programs, and Planning Evaluation met throughout the year and their reports were submitted during the Spring semester. In addition, topical study groups organized around the four areas of emphasis (Equity and Diversity, Library and Instructional Resources, Teaching and Learning, and Outcomes Assessment) prepared and submitted reports within the same time frame. The results of these seven investigations will be taken in accord with planning materials and collectively will comprise the institution's self-study.

GOAL AREA: PUBLIC SERVICE

To serve as a catalyst for community economic, social, and cultural development through meetings, seminars, cultural events, technical consulting services, applied projects in the community, and other activities as appropriate.

Goal

PS-1 Technical Consultation
Provide technical consultation and undertake off-campus service projects of instructional value to benefit College constituencies.

Validated 11/27/90 by Long Range Planning Committee.

Tasks

JM - PS.1.1 The College will evaluate requests for technical consultation and off-campus service projects on an annual basis.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

The College evaluates requests for technical consultation both through individual instructional divisions and through the Technology Transfer Center. Requests are evaluated on the basis of their fiscal responsibility, impact on the central instructional mission, and potential for reinforcing student learning and faculty staff development. Such evaluation will continue as standard operating procedures for review of consultancy requests.

JM - PS.1.2 The College will perform projects as deemed instructionally valid.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

Based upon review of division-based instructional projects and/or Technology Transfer Center projects, the College provides public service and business/industry contracted services in terms of those which support the instructional mission through staff development, acquisition of equipment or software, revenue enhancement or provision of practical experience for students.

JM - PS.1.3 The College will participate in on-campus projects as deemed instructionally valid.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

Based upon review at the division level, faculty and students participate in on-campus projects which support the instructional objectives. Such an approach not only provides the College with cost effective outcomes but also offers faculty and students opportunity to link theory to visible practical application.

MW - PS.1.4 The College will summarize activities on an annual basis to optimize public relations value.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

The College's annual report was again upgraded a notch from prior years (professional photography, improved paper stock, etc.) and is now at the level of sophistication expected to endure. A new quarterly multipurpose publication was approved in April 1991 to begin in Fall of 1991. The publication will fold-in several present publications but, through use of inserts, will still better address varied audiences than does the present mix of publications.

JM - PS.1.5 The College will develop a mechanism for evaluating public requests for College services.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

Public requests for instructional projects are reviewed by the appropriate academic division and approved if fiscally sound and if supportive of instructional objectives. Training and applied research projects are reviewed by the Technology Transfer Center and approved along similar criteria.

JM - PS.1.6 The College will identify the appropriate scope of service to business and industry in relation to the College mission statement.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

A mission statement and planning document for Technology Transfer Center was drafted by an ad hoc committee and reviewed by academic administrators. This plan is under review by President's Council during Spring 1991. This mission statement indicates that training and projects should be developed in a manner which minimizes negative impact on instructional activity and maximizes development of facilities, equipment and software, and staff development for the central instructional mission of the College.

JM - PS.1.7 The College will write procedures and criteria for evaluating all requests for technical projects.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

Technology Transfer Center procedures are operational for assessment and approval of technical projects. These procedures will be evaluated and revised as needed based on implementation of the Technology Transfer Mission Statement and Planning Document under review in spring 1991.

Goal

PS-2 Enrichment Programming
Provide cultural, educational, and entertainment programming that enriches the academic and personal development of the student body and the community.

Validated 11/27/90 by Long Range Planning Committee.

Tasks

WM - PS.2.1 The College will provide programming that enriches the academic and personal development of the student body and community residents.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

Ensuring the academic success of the student body and complimenting the academic program has been a major goal of the Student Activities for the past several years. During 1990/91, academic support programming through Career Services assisted such special population groups educationally and economically disadvantaged students, single parents and homemakers, unemployed persons, adults returning to college, persons with handicapping conditions, and the learning disabled. The Orientation Program emphasized academic success strategies through student orientation and faculty/staff leadership.

The Integrated Studies Colloquium Series and the Penn College Foundation's Endowed Chair Program brought staff members and outside consultants respectively to campus to compliment and enrich academic programming. The Women's Series continues to be a major programming component of College Activities and has brought persons of national renown to campus to address issues of interest to women.

WM - PS.2.2 The College will expand the entertainment opportunities for community residents.

Validated 11/27/90 by Long Range Planning Committee.

Status Report 1991

The Cultural Series sponsored during the 1990/91 academic semester included the Performing Artist Series with such artists as Neil Sedaka, Harry Belafonte, Mantovani Orchestra, Ladysmith Black Mambazo, Forbidden Broadway, and James Galway. The Susquehanna Valley Dance Series offered five performances in conjunction with Bucknell University. The Children's Series were offered for both the Fall and Spring semester. The Young Audience Series offered for the first time during the present academic year capitalized on the audience development achieved through successive years of successful children's programming to reach persons ages 9 through 15. A number of Special Events were targeted for diverse audiences and scheduled by either the College or through the use of the Community Arts Center.

Much of the effort involved in bringing cultural programming to the adjacent community took place in planning processes associated with the Community Arts Center. The past academic year emphasized a continuation

of the Capitol Campaign to raise funds to finance the renovation of the theatre, expanded operations including the designation of a Community Arts Center Board and Advisory Committee, and facilities planning that will bring the Center to a reality in early 1993.

By recommendation of the Long Range Planning Committee and approval by College Council on December 13, 1990, task statement PS.2.2 was reactivated from maintenance to active status for inclusion in the Long Range Plan.

PART III

LONG RANGE PLANNING

Pennsylvania College of Technology

Planning Manual

Written by the Long Range Planning Committee 1990-1991, under the direction of:

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INTRODUCTION

This planning manual describes the various component processes of Pennsylvania College of Technology's (Penn College) strategic long range planning cycle. Each component process of the cycle is divided into steps, indicating the primary participants, the actions they take, and a proposed time frame for completing the actions. Furthermore, each process is keyed to a corresponding flowchart, depicting the progression of the steps.

Penn College has revised its long-range planning process in an effort to provide a more strategic focus. In so doing, it has enhanced the role of research and integrated this function with the planning process in order to achieve a strategic outlook.

The process also describes a method for validating changes in the plan. In the past, Penn College did not have a systematic method for reviewing the plan on a periodic basis and establishing campus-wide input on planning changes. Such changes are now accomplished through a dual track that utilizes the institution's organizational hierarchy (the vice presidents, the deans, the assistant deans, the directors they supervise, and the faculty and staff within each division or department) as well as the Governance System. Thus, any alterations of a planning component require Governance approval through one of the committees and College Council.

Coordination of the planning process lies with the Director of Institutional Research and Planning. The Long Range Planning Committee in Governance reviews various issues and research projects and makes recommendations regarding planning implications based on the results of these reviews. This committee also performs custodial functions regarding the structure of the Strategic Long Range Plan, including component numbering, taxonomy, and structure.

OVERVIEW

The College's Long Range Plan includes a governing philosophy and a mission statement for the institution. The Plan lists College goals and organizes them into five goal areas: Instruction, Academic Support, Student Services, Institutional Support, and Public Service. Delineated tasks lead to the accomplishment of each goal.

From the Philosophy and Mission, President's Council distills a Vision Statement, a short version that states the essence of the College's philosophy, mission, and future direction.

PLANNING PRODUCTS

Penn College produces a number of documents which address various aspects of the planning process and provide a strategic direction for the College. These include the following:

Strategic Planning Sourcebook This document replaces the institution's Fact Book. It is an information source for the College community and includes a history of the institution as well as its organizational structure. In this document resides a great deal of internal and external data of planning interest to various segments of the College community.

Major Institutional Initiatives This annual list of objectives is drawn from the Long Range Plan, key routine operations, and presidential initiatives and includes, in brief form, the major activities to be undertaken by the College during the upcoming year.

Strategic Long Range Plan This document includes the philosophy, mission, goals, and tasks of the College as well as an annual progress update describing the status of each task.

Long Range Plan Cumulative Update This document includes the philosophy, mission, goals, and tasks of the institution as well as all of the annual updates for each of the tasks since the last Middle States Accreditation.

Annual Plan of Operation This document includes the objectives from the MBO Plan for each of the area vice presidents and deans and is drawn from the Long Range Plan.

Annual Performance Report This document is based, in part, on the evaluation of each of the area vice presidents and deans' progress in accomplishing annual objectives as stated in the Annual Plan of Operation.

TERMS USED IN THE PLANNING PROCESS

Objective An objective is an initiative developed by an administrator to accomplish all or part of a goal or task from the Long Range Plan.

MBO (Management By Objective) On an annual basis, each administrator prepares an MBO plan that includes the annual list of objectives (most of which must be tied to the Long Range Plan) and strategies for accomplishing each objective for the upcoming year.

EMR (Executive Management Review) This document summarizes the process by which each administrator is evaluated based upon successfully accomplishing the given set of objectives delineated in the annual MBO Plan.

Research and Evaluation

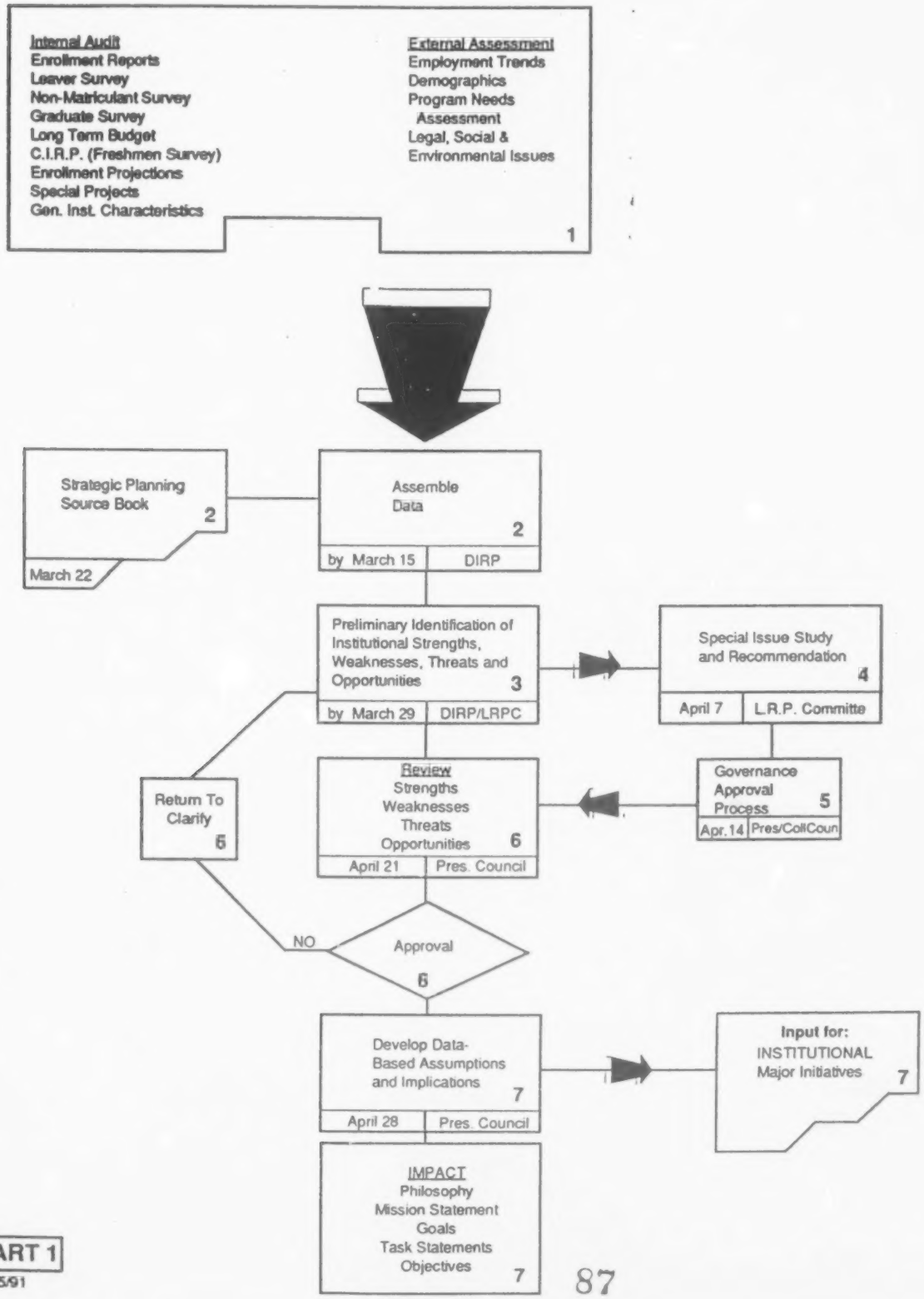

CHART 1
4/5/91

PROCESS FOR COLLEGE RESEARCH AND EVALUATION FOR STRATEGIC LONG RANGE PLANNING

Every eight months to a year the Director of Institutional Research and Planning (DIRP) and the Long Range Planning Committee (LRPC) review the college's research and evaluation efforts. The following steps describe the process for producing the Strategic Planning Source Book and evaluating the compiled data as shown in Chart 1 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning (DIRP) conducts internal audits and external assessments to develop a variety of research documents. They consist of:

Internal Audits:	External Assessments:
enrollment reports	employment trends
Leaver Survey	demographics
Non-Matriculant Survey	program needs assessment
Graduate Survey	legal, social, and environmental issues
long term budget	
C.I.R.P.(Freshman Survey)	
enrollment projections	
special projects	

   Proposed completion date: March 15.

2. The DIRP assembles/compiles this data for inclusion in the Strategic Planning Source Book.

   Proposed completion date: March 22.

3. The DIRP and LRPC evaluate all data to identify institutional strengths, weaknesses, threats and opportunities.

   Proposed completion date: March 29.

4. The LRPC chooses special issues for study and develops corresponding recommendations to send to College Council.

   Proposed completion date: April 7.

5. College Council reviews the LRPC's recommendations through the Governance approval process and

   - o approves the recommendations and forwards them to President's Council

   OR

   - o does not approve the recommendations and returns them to the LRPC for follow-up clarification/revision.

   Proposed completion date: April 14.

6. President's Council reviews DIRP's and LRPC's preliminary identification of institutional strengths, weaknesses, threats and opportunities for institutional planning and

   - o approves the definition of strengths, weaknesses, threats, and opportunities for use in institutional planning

   OR

   - o does not approve the definitions of strengths, weaknesses, threats, and opportunities and returns them to DIRP/LRPC for clarification/revision.

   Proposed completion date: April 21.

7. President's Council develops planning assumptions and and implications based on internal audits, external assessments, and preliminary identification of Strengths, Weaknesses, Opportunities, Threats (SWOT).

   Proposed completion date: April 21.

   The assumptions and implications become input for Major Institutional Initiatives and also impact the College's Philosophy, Mission Statement, Goals, Task Statements, and Objectives.

This completes the process for research and evaluation for strategic long range planning.

COLLEGE PHILOSOPHY

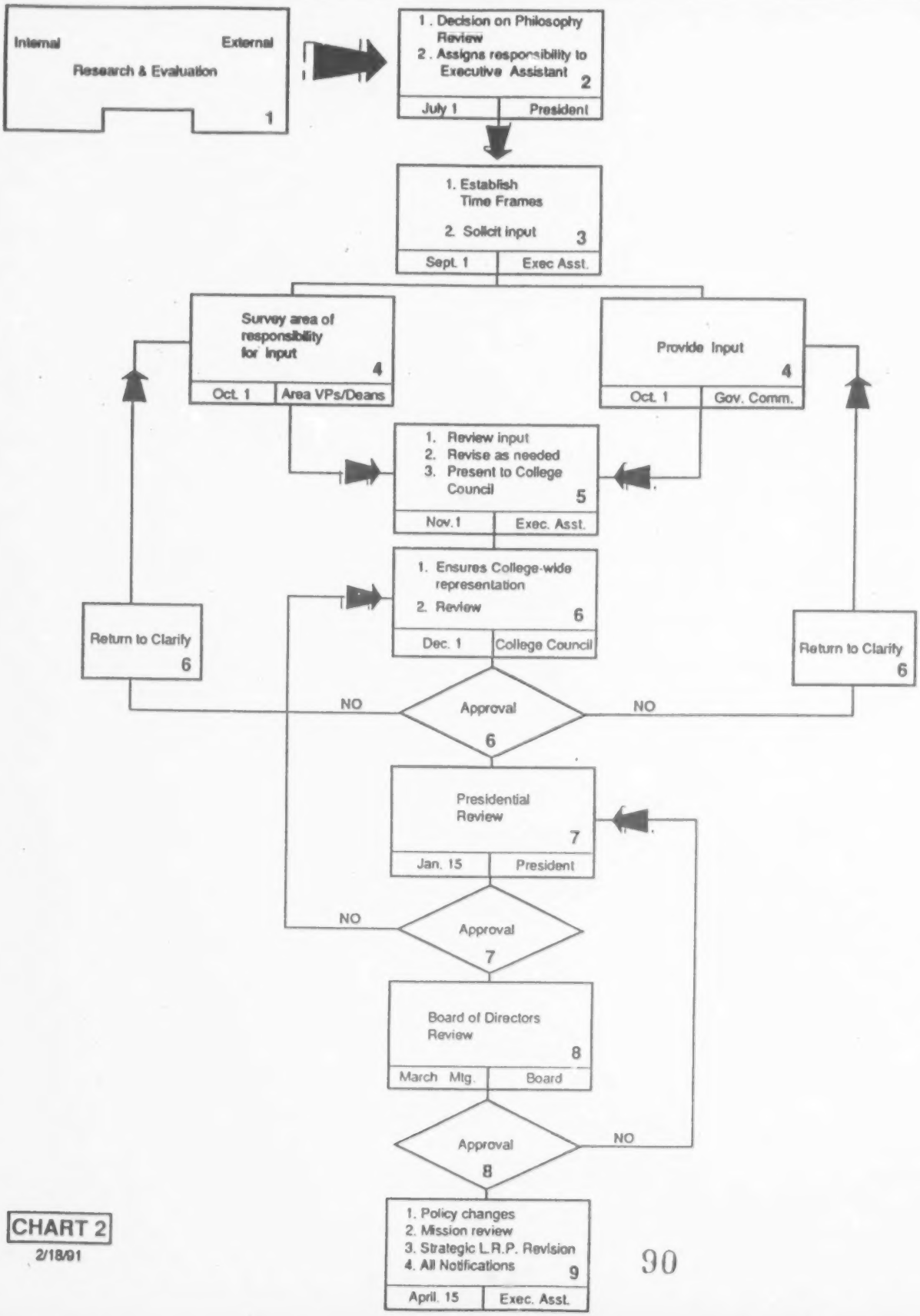

CHART 2
2/18/91

Process for Revising the College's Philosophy

Every five to seven years, members of the College community review the College's Philosophy, with close attention to the changing environment. The College's Philosophy requires a substantial change in the environment in order to be modified. The following steps describe the process for revising the College's Philosophy, as shown in Chart 2 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessment to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Philosophy based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice Presidents, deans and governance committees survey their respective areas for additional input. Vice Presidents, deans, and governance committees provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the College Philosophy, and presents the revised College Philosophy to College Council.

   Proposed completion date: November 1.

6. College Council solicits input, ensures representation from the entire campus community, reviews the proposed revisions, and:

   - o approves the revised College Philosophy and sends it to the President

   OR

   - o does not approve the revised College Philosophy and returns it to the appropriate vice presidents, deans or governance committees for follow-up clarification/revision. Appropriate participants repeat steps 5 & 6.

   Proposed completion date: December 1.

7. The President reviews the revised College Philosophy, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Board of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised College Philosophy to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. The President presents the revised College Philosophy to the Board of Directors. The Board of Directors reviews the revised Philosophy and:

   - o approves it for incorporation in College documents

   OR

   - o does not approve it and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 8.

   Proposed completion date: March meeting.

MISSION STATEMENT

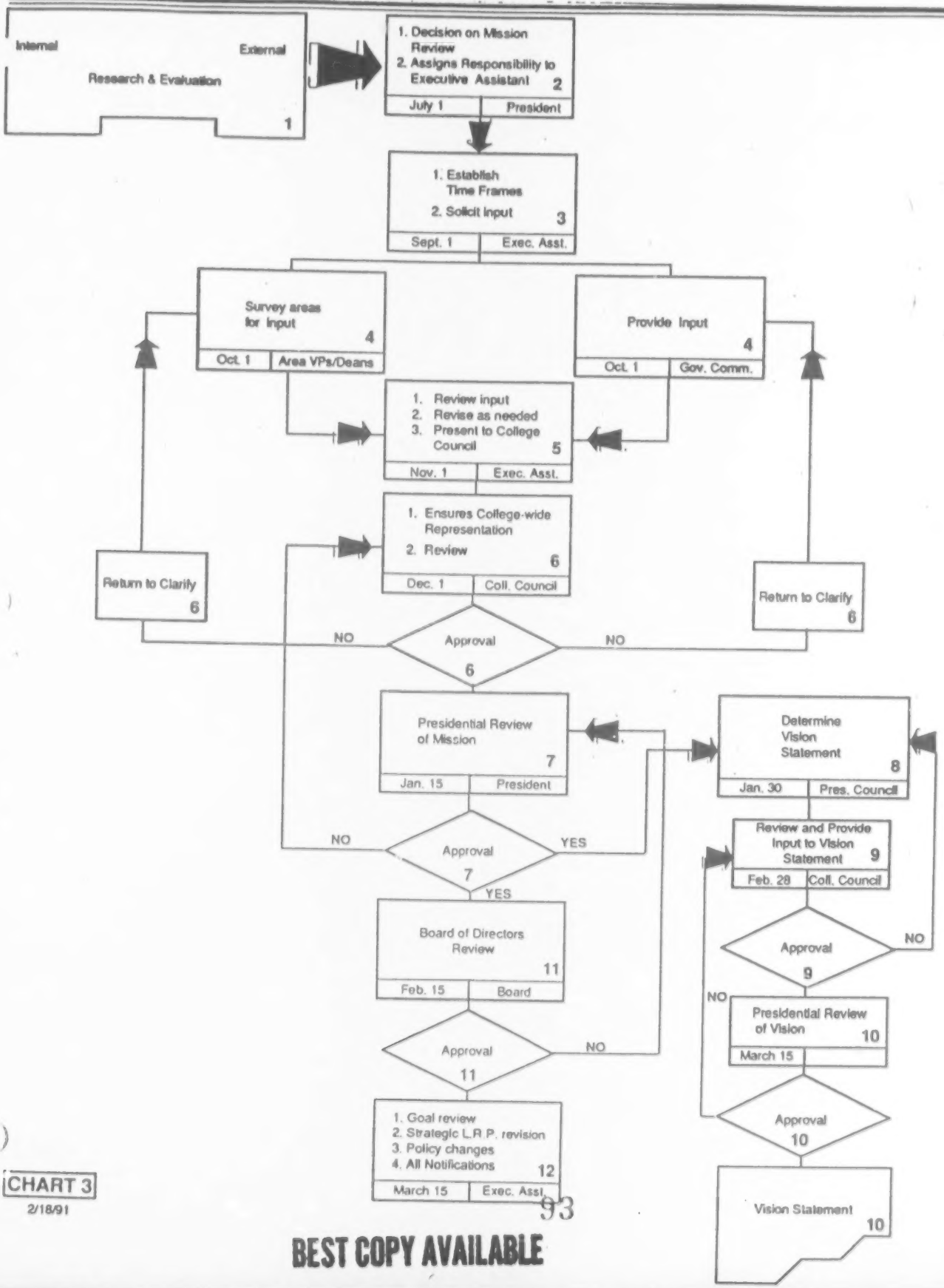

CHART 3
2/18/91

BEST COPY AVAILABLE

9. The Executive Assistant coordinates the necessary follow-up activities based on these approved changes in the College's Philosophy. These activities include: revising college policy, reviewing the Mission, revising specific items in the Long Range Plan, and notifying the College community.

Proposed completion date: April 15.

This completes the process for revising the College Philosophy.

Process for Revising the College's Mission Statement

Every three to five years, members of the College community review the College's mission statement and vision statement. The following steps describe the process for revising the College's Mission Statement and Vision Statement as shown in Chart 3 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Mission statement based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from all area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice presidents, deans, and Governance committees survey their respective areas for additional input/and provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the Mission statement, and presents the revised Mission statement to College Council.

   Proposed completion date: November 1.

6. College Council receives input, ensures representation from the entire campus community, reviews the proposed revisions, and

   - o approves the revised Mission statment and sends it to the President

   OR

   - o does not approve the revised Mission statement and returns it to the appropriate deans, vice presidents, or governance committees for follow-up clarification/revision. Appropriate participants then repeat 5 and 6.

   Proposed completion date: December 1.

7. The President reviews the revised Mission statement, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Boards of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised Mission statement to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. President's Council develops the college's Vision statement from the approved revised Mission statement and presents the Vision statement to College Council.

   Proposed completion date: January 30.

9. College Council reviews the proposed Vision statement, provides input to the Vision statement as necessary, and:

   - o approves it and sends it to the President

   OR

   - o does not approve it and returns it to President's Council for follow-up clarification/revision. President's Council resubmits the revised Vision statement to College Council. College Council repeats step 9.

   Proposed completion date: February 28.

10. The President reviews the proposed Vision statement and:

- o approves it for incorporation in the LRP

OR

- o does not approve it and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 9 and 10.

Proposed completion date: March 15.

11. The President presents the revised Mission statement to the Board of Directors. The Board of Directors reviews the mission statement and:

- o approves the statement for incorporation in College documents

OR

- o does not approve the Mission statement and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 11.

Proposed completion date: February 15.

12. The Executive Assistant coordinates the necessary follow-up activities based on the approved changes in the College's Mission statement and Vision statement. These activities include: reviewing goals, revising specific items in the Long Range Plan, revising College policies, and notifying all areas of the College.

Proposed completion date: March 15.

This completes the process for revising the College's Mission Statement and Vision Statement.

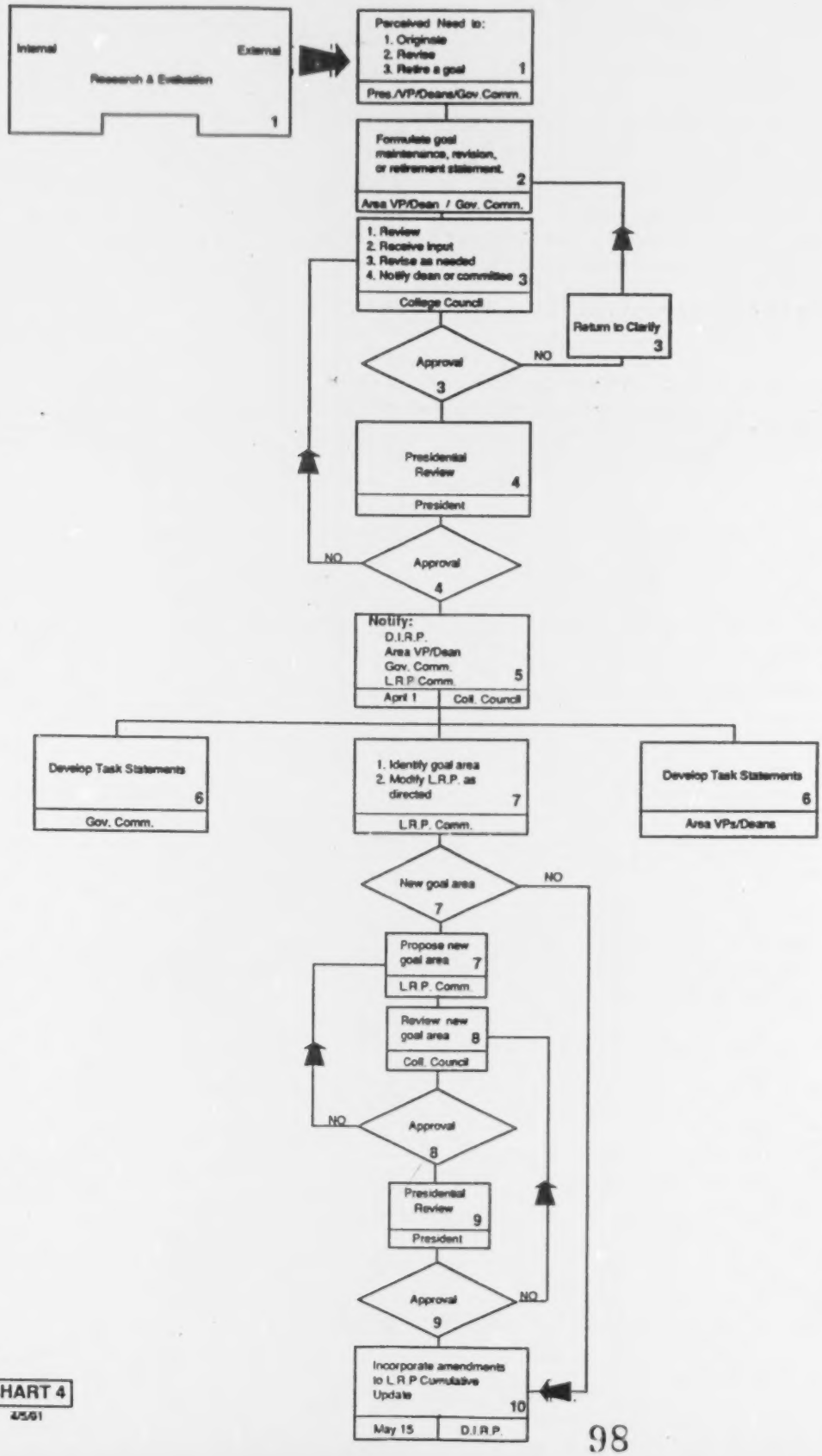
Internal
External
Research & Evaluation
1
Perceived Need to:
1. Originate
2. Revise
3. Retire a goal
1
Pres./VP/Deans/Gov. Comm.
Formulate goal maintenance, revision, or retirement statement.
2
Area VP/Dean / Gov. Comm.
1. Review
2. Receive input
3. Revise as needed
4. Notify dean or committee
3
College Council
Return to Clarify
3
NO
Approval
3
Presidential Review
4
President
NO
Approval
4
Notify:
D.I.R.P.
Area VP/Dean
Gov. Comm.
L.R.P. Comm.
5
April 1
Coll. Council
Develop Task Statements
6
Gov. Comm.
1. Identify goal area
2. Modify L.R.P. as directed
7
L.R.P. Comm.
Develop Task Statements
6
Area VPs/Deans
New goal area
7
NO
Propose new goal area
7
L.R.P. Comm.
Review new goal area
8
Coll. Council
NO
Approval
8
Presidential Review
9
President
Approval
9
NO
Incorporate amendments to L.R.P. Cumulative Update
10
May 15
D.I.R.P.

CHART 4
4/5/91

Process for Amending the College Goals

At any time any segment of the campus community, ordinarily the President, Area Vice President or Dean, or a Governance Committee, may propose an amendment to the College Goals. A complete review of College goals necessarily takes place when the College's Mission changes. Amendments to College Goals can include new goals, revisions, maintenance statements, or retirement statements. The following steps describe the process for revising College Goals as shown in Chart 4 of the Strategic Planning Cycle.

1. The DIRP conducts internal audits and external assessments to provide a variety of research documents (see Chart 1 and the Process for Research and Evaluation) to the college community for use in planning.

2. The President, Area Vice Presidents/Deans, or Governance Committees formulate an amendment to the College Goals for review by College Council.

3. College Council reviews all amendments, solicits input relating to the goal, makes revisions as needed and:

    - o approves the amendment and sends it to the President for approval

    OR

    - o does not approve the amendment and returns it to the Area Vice President/Dean or Governance Committee for clarification/revision. Appropriate participants then repeat steps 2 and 3.

4. The President reviews College Council's recommendation on the amendment and:

    - o approves the recommendation for incorporation in the Long Range Plan

    OR

    - o does not approve the amendment and returns it to College Council for further review or revision. Appropriate participants then repeat steps 2, 3 and 4.

5. College Council notifies the Director of Institutional Research and Planning, the appropriate area Vice President/Dean, the Governance Committee, and the Long Range Planning Committee of any amendments to the College Goals within the Long Range Plan as approved by College Council and the President.

   Proposed completion date for revisions: April 1.

6. Governance Committees or Area Vice Presidents/Deans develop task statements if the amendment is a new goal. The process for developing a task statement is described in the following section.

7. The Long Range Planning Committee:

   - o numbers new goals and places them within one of the five existing goal areas, if possible

   OR

   - o creates new goal areas, as necessary, and proposes those new goal areas to College Council.

8. College Council reviews the new goal area developed by the Long Range Planning Committee and:

   - o approves the new goal area and recommends it to the President

   OR

   - o disapproves the new goal area and returns it to the Long Range Planning Committee for further review/revision. Appropriate participants repeat steps 8 and 9.

9. The President reviews the new goal area created by the Long Range Planning Committee and approved by College Council and:

   - o approves the new goal area

   OR

   - o disapproves the new goal area and returns it to College Council for further review/revision. Appropriate participants then repeat steps 7, 8 and 9.

10. The Director of Institutional Research and Planning incorporates new or revised goal amendments, as approved by the President, in the Strategic Long Range Plan and LRP Cumulative Update.

Proposed completion date: May 15.

This completes the Process for amending College Goals.

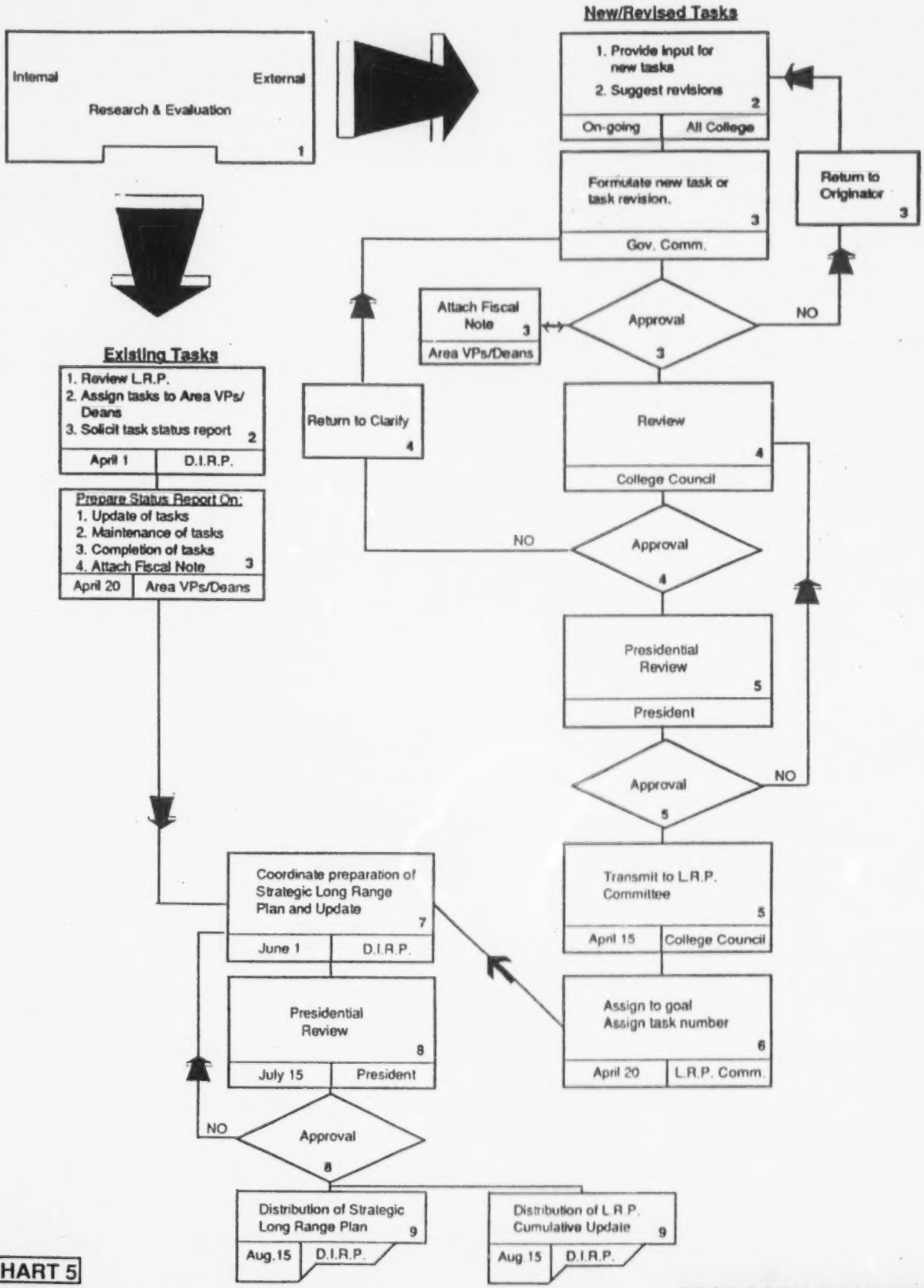

CHART 5
2/18/91

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The Process for Creating, Revising, and Reporting Long-Range Planning Task Statements

Annually or on an *ad hoc* basis, the Director of Institutional Research and Planning, the Long-Range Planning Committee, and other members of the College community create, revise and report on task statements. A Long Range Planning Task Statement specifies actions necessary to accomplish established College goals. The following sets of steps describe the processes for: (1) creating/revising a task statement, and (2) reporting on the status of a task, as shown in Chart 5 of the Strategic Planning Cycle.

Steps for Creating/Revising a Task Statement

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the college community for use in developing tasks.

   Proposed completion date: Ongoing.

2. Any member of the college community can provide input for developing a new task or revising an existing task. Usually the Area Vice President/Dean, or Governance Committee formulates the statement.

   Proposed completion date: Ongoing.

3. The appropriate Governance committee formulates or reviews the new/revised task statement and:

   - o approves it for presentation to College Council and solicits and obtains a fiscal note from the appropriate Area Vice President/Dean.

   OR

   - o disapproves the task statement and notifies the originating party.

4. College Council reviews the new or revised task and:

   - o approves the new or revised task

   OR

   - o does not approve the task and returns it to the originating governance committee. Appropriate participants then repeat steps 3 and 4.

5. The President reviews the new or revised task with its attached fiscal note and:

   - o approves it and transmits the task to the Long Range Planning Committee through the College Council

   OR

   - o does not approve the task and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 4 and 5.

   Proposed completion date: April 15.

6. The Long Range Planning Committee places the task under the appropriate goal and numbers it.

   Proposed completion date: April 20.

7. The Director of Institutional Research and Planning incorporates new and revised tasks into the Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: June 1.

8. The President reviews the Long Range Plan and Cumulative Long Range Plan and:

   - o approves the documents for college-wide distribution

   OR

   - o does not approve the documents and returns them to the Director of Institutional Research and Planning for revision/clarification. Appropriate participants then repeat steps 7 and 8.

   Proposed completion date: July 15.

9. The Director of Institutional Research and Planning distributes the Strategic Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: August 15.

This completes the process for creating new tasks or revising existing tasks.

Steps for Reporting on the Status of Tasks

Existing, unrevised tasks follow an abbreviated path, as described in these steps.

1. The Director of Institutional Research and Planning reviews the Long Range Plan and matches the task statements to the appropriate Area Vice-President/Dean.

   Proposed completion date: April 1.

2. The Director of Institutional Research and Planning solicits a status report from each Vice President/Dean. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task.

3. Area Vice-Presidents/Deans prepare a status report covering all assigned task statements. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task. Area Vice-Presidents/Deans attach fiscal notes to each task statement in their status reports.

   Proposed completion date: April 20.

4. The Director of Institutional Research and Planning updates the Strategic Long Range Plan and Cumulative Long Range Plan to reflect the progress indicated in the completed status reports.

The remaining steps are the same as new/revised tasks (steps 8-9).

This completes the process for assessing the status of existing tasks that do not require any revisions.

OBJECTIVES

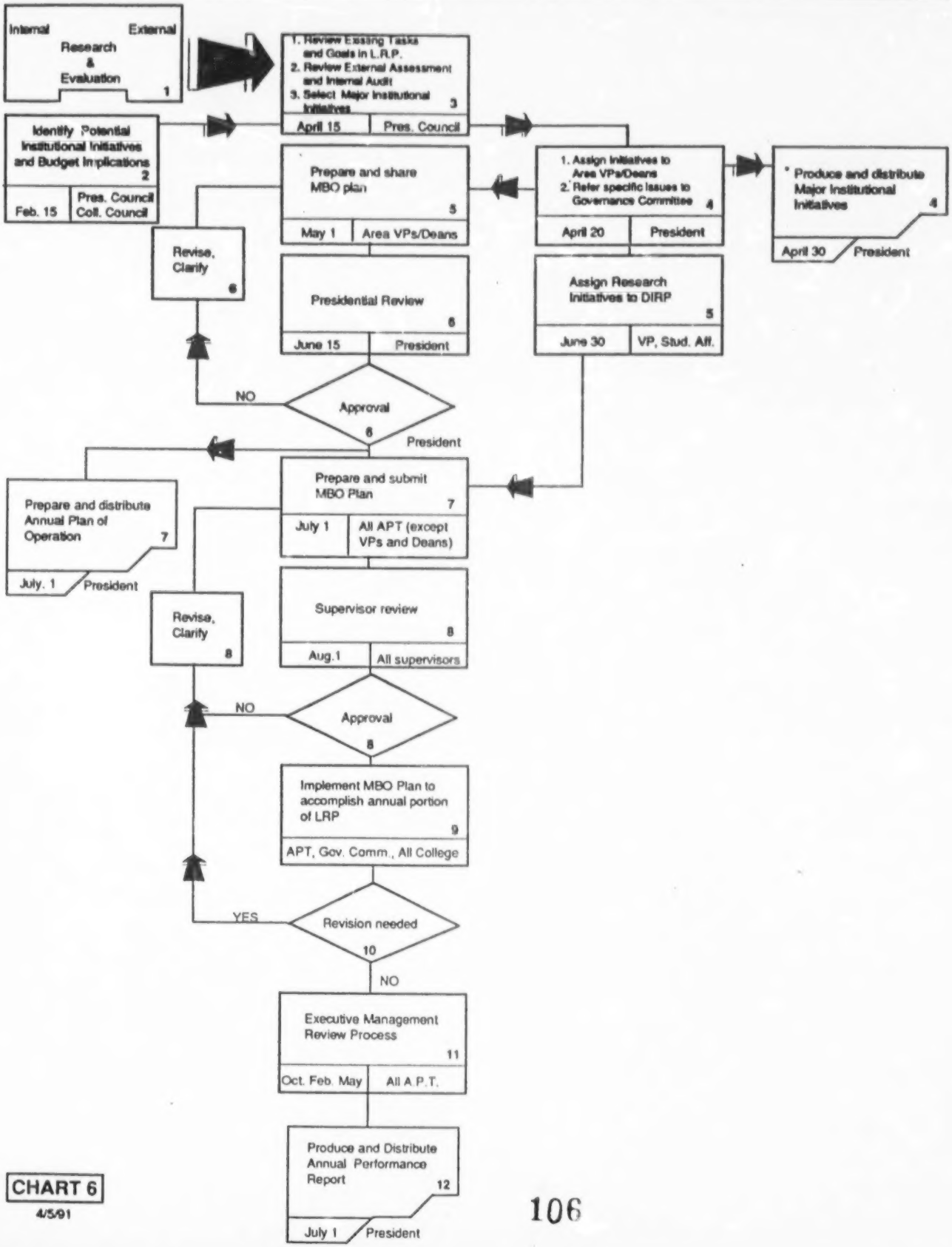

CHART 6
4/5/91

Process for Developing Objectives

Every year, President's Council develops major institutional initiatives; Area Vice Presidents, Deans and most administrative staff develop their individual objectives; and the President compiles the Annual Performance Report. The following steps describe the process for developing Major Institutional Initiatives, the Institutional Annual Plan, APT Objectives, and the Annual Performance Report as shown in Chart 6 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to President's Council for use in planning.

   Proposed completion date: Ongoing.

2. President's Council identifies potential institutional initiatives and budget implications.

   Proposed completion date: February 15.

3. President's Council reviews the existing tasks and goals in the Long Range Plan in light of the external assessment and internal audit.

   Proposed completion date: April 15.

   AND

   President's Council selects Major Institutional Initiatives from existing tasks and goals in the Long Range Plan and from the potential institutional initiatives.

   Proposed completion date: April 15.

4. The President assigns specific initiatives to the Area Vice Presidents and Deans and refers specific issues to Governance Committees.

   Proposed completion date: April 20.

   AND

   The President produces and distributes an official list of the Major Institutional Initiatives.

   Proposed completion date: April 30.

5. Area Vice Presidents and Deans prepare their MBO plans for the President, incorporating assigned initiatives.

   Proposed completion date: May 1.

   AND

   The Vice President, for Student Affairs, on behalf of President's Council, assigns associated research initiatives to the Director of Institutional Research and Planning for inclusion in her MBO plan.

   Proposed completion date: June 30 of the next year.

6. The President reviews the MBO plan for each Area Vice President and Dean, and:

   - o approves the MBO plan for use in developing objectives for other APT staff

   OR

   - o does not approve the MBO plan and returns it to the appropriate Area Vice President or Dean for follow-up clarification/revision. Appropriate participants then repeat steps 5 & 6.

   Proposed completion date: June 15.

7. The President prepares the Annual Plan of Operation and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

   AND

   Most other APT prepare and submit their MBO plans to their supervisors.

   Proposed completion date: July 1.

8. Supervisors review their staff's MBO plans, and:

   - o approve the MBO plan for its congruence with the supervisor's MBOs and for the maintenance of routine staff functions

   OR

   - o do not approve the MBO plan and return it to the appropriate staff member for follow-up clarification/revision. Appropriate participants then repeat step 8.

   Proposed completion date: August 1.

9. APT staff carry out their MBO plans. Through this implementation, all college staff (including faculty and classified) carry out the collective objectives within all MBOs, thereby implementing a portion of the annual Long Range Plan.

   Proposed completion date: July 1 - June 30.

10. APT staff and their supervisors determine when revisions are necessary to their MBO plans. Appropriate participants repeat steps 7-8, as necessary.

    Proposed completion date: Ongoing.

11. APT staff complete the Executive Management Review process to evaluate their progress in meeting their objectives.

    Proposed completion date: October, February, and May.

12. The President compiles the Annual Performance Report, largely based on the year-end Executive Management Review of Area Vice Presidents and Deans, and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

    Proposed completion date: July 1.

This completes the process for developing objectives.

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